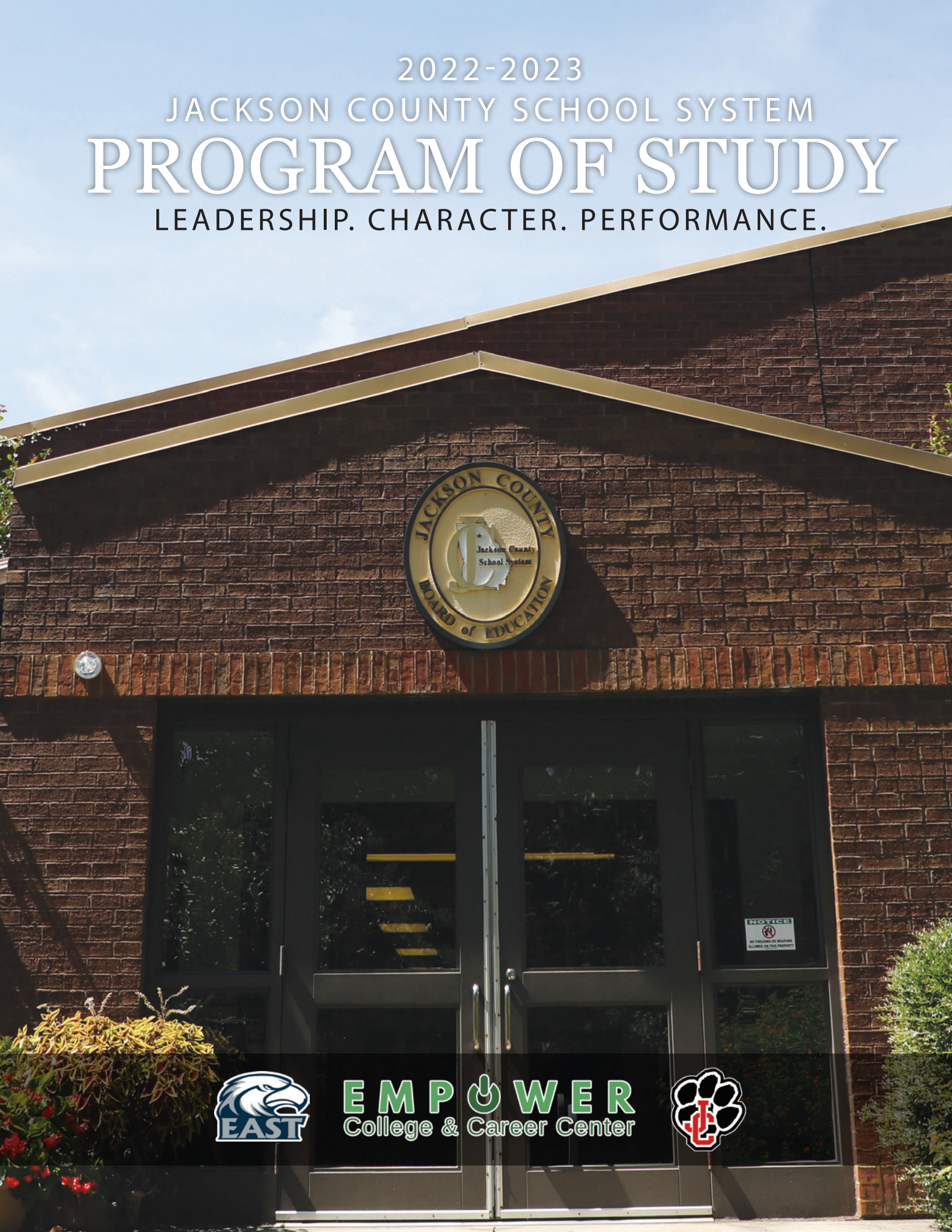
2022-2023

JACKSON COUNTY SCHOOL SYSTEM

PROGRAM OF STUDY

LEADERSHIP. CHARACTER. PERFORMANCE.



Dear Students and Parents

Preparing students for success after high school is inherent in the Jackson County School System's Vision. Whether students plan to enter the workforce immediately or attend college after high school graduation, careful consideration of course options can impact their futures. To better prepare students for the demands of the 21st century economy and for post-secondary education, the Jackson County School System has provided this planning guide for use by students and their parents. Use this Program of Study and planning guide to help set career goals and plan for a world of work options. Go over the information in the guide together and begin to have discussions concerning post-secondary plans and how you can reach the goals that you set. Bring this guide with you to each annual advisement appointment and share with your advisor as you all work together to map out the next year's schedule of courses. Finally, mark your choices in the Graduation Guide section as you go through school and as your career decisions possibly change and evolve. This planning guide shows the clear connection between class work and future success, pointing out the relevance of academic learning in the classroom. It also provides information on a variety of occupations that differ in the scope of education and training required in order to obtain employment. ***The courses you choose today will have an effect on your future course options and opportunities.***

What are Pathways?

Pathways are state-approved career enhancement programs defined as a coherent articulated sequence of rigorous academic and career related courses that can lead to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Selection of a pathway will be based on the student's own self-awareness and investigation of occupations.

1) CTAE (Career, Technical, and Agriculture Education) Pathway: Career pathways are a series of three or four sequenced courses within a state approved area of study. Once these sequenced courses are completed, the student will have the opportunity to take national certificate or licensure assessments that will aid them in preparation for the world of work or further assist them in continuing their education at numerous levels.

2) Advanced Academic Pathway: An Advanced Academic Pathway may be followed in any of these four content areas: language arts, mathematics, science or social studies. See pathway criteria listed under each specific academic option.

3) World Language Pathway: A World Language Pathway may be followed in any of the world language areas included in the state list of approved courses. See pathway criteria listed under World Language area.

4) Fine Arts Pathway: A Fine Arts Pathway may be followed in any of the five areas of study: visual arts, theater, dance, music or journalism. A student has completed a Fine Arts Pathway when three courses, from those identified in the five areas (Visual Arts, Theater, Dance, Music, and Journalism) have been successfully completed.

Nontraditional Occupations

Nontraditional careers are those occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed. Students are encouraged to enroll in courses that fit their career goals regardless of the gender make-up in the classroom. Some examples of nontraditional careers are: Nursing for males and Drafting for females.

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The Jackson County School System does not discriminate in admission or access to, or treatment, or employment in its programs and activities on the basis of sex, race, color, age, disability, religion or national origin.

This Program of Study is provided through the use of the US DOE Carl Perkins Grant.

DISCLAIMER

The information contained within this book is as accurate as possible at the time of publication. Classes offered can change due to scheduling and allotment conflicts and newly released DOE requirements.


YOU'VE GOT THE POWER TO
FAST.
FORWARD.
FAST-TRACK YOUR FUTURE WITH EMPOWER.
With advanced college and career courses,
you'll be building your skills while your
classmates are building their student debt.
With so many careers to choose from,
your future is moving ahead!
EMPOWER
COLLEGE & CAREER CENTER
POWER UP

Jackson County High School
International Baccalaureate
Diploma Programme Information

The International Baccalaureate Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service. -IBO.org

Eligibility

Students at JCHS are allowed to take between 1-3 IB courses as course candidates. Students are encouraged to consider the full Diploma Programme to receive the maximum benefits of an IB education.

All students enrolled in the Jackson County School System may apply for entry into the full Diploma Programme. Contact the

More Information

For more information about the programme, please visit our web-site, email the IB coordinator, or call the school:

- https://sites.google.com/jcss.us/international-baccalaureate/home
- ibcoordinator@jcss.us
- 706-367-5003

Jackson County IB Course Offerings: Full Diploma Programme

Full Diploma Programme students must take at least one course from each of the following six groups.
Courses listed below are **2 years long** unless otherwise noted.

Group 1: Literature and Language
- Course: Language and Literature (2-year HL/1-year SL)

Group 2: Language Acquisition
- Courses: Spanish B (SL/HL)
  Spanish ab initio SL
  French ab initio SL

Group 3: Individuals and Societies
- Courses: History of the Americas HL
  Psychology (1-year SL)

Group 4: Sciences
- Courses: Biology HL
  Chemistry (1-year SL)

Group 5: Mathematics
- Courses: Applications and Interpretations (1-yr SL/2-yr HL)
  Analysis and Approaches (SL)

Group 6: The Arts
- Courses: Visual Arts (SL/HL, 2-years)
  Film (1-year SL), offered every other year

⇒ A group 6 course can be substituted with an additional course from group 3 or group 4

⇒ To be eligible for the diploma, students must take **3 Higher Level (HL) courses and 3 Standard Level (SL) courses**. In rare cases, a student may take 4 HL courses and 2 SL courses.

⇒ All 2-year courses are awarded separate weighted credit on student transcripts (eg: Biology HL year 1, Biology HL year 2)

DP Core

Diploma Programme candidates also participate in the DP Core:

- Theory of Knowledge (see course description below)
- CAS: Creativity, Activity, and Service Experiences (experiential or service learning opportunities)
- Extended Essay (Supervised independent research)

IB Theory of Knowledge 2 units
State numbers: 23.03900 (yr 1), 23.24000 (yr 2)
Prerequisites: **Admission into the full IB Diploma Programme Cohort**
Description: Theory of Knowledge is part of the IB diploma core, and it centers on critical thinking. Students are encouraged to question and understand types of knowledge, ways of knowing, and areas of knowledge. The course encourages students to be critical consumers of their own education and find links between the nature of knowledge and their courses of study.
Full Diploma Programme students only.

Jackson County High School
International Baccalaureate
Diploma Programme Information

IB English A Language and Literature
2 units | State numbers: 23.07300 (yr 1), 23.07310 (yr 2)
Description: An integrated study of global fiction and nonfiction texts that develops skills of interpretation, analysis, and evaluation, and an understanding of perspectives, cultural contexts, and local and global issues. This course also assesses aesthetic and formal qualities of texts and explores critical and cultural reception of written and visual works.

International Baccalaureate Spanish
Spanish B: 2 units | State numbers: 60.07130 (yr 1), 60.07160 (yr 2); Spanish ab initio: 2 units | State numbers: 60.07170 (yr 1), 60.27180 (yr 2)
Prerequisites: Spanish 3 (Spanish B); none (ab initio)
Description: This course examines the perspectives of Spanish-speaking countries around the world through the context of 5 themes: identities, experiences, human ingenuity, social organization, and sharing the planet. These themes allow students to contextualize Spanish language and cultures and encourage students to find universal human experiences. Spanish B is for students who have completed Spanish 3 or higher. Ab initio is for students beginning their study of Spanish.

International Baccalaureate French ab initio
1 unit | State number: 60.01140, 60.01150
Prerequisites: French 2
Description: This course is designed to examine perspectives and practices in French-speaking countries through five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. These themes provide context for all levels of study. These themes allow students to compare the French language and cultures to other languages and cultures with which they are familiar and encourage students to find universal human experiences.

IB History of the Americas
2 units | State numbers: 45.08700 (yr 1), 45.08930 (yr 2)
Description: This course will focus on the development of the United States as well as its relationship in the western hemisphere with other nations in the areas of diplomacy, civil discourse, and international conflict. Course will focus on topics as they relate to the United States within the context of playing a larger role in the community of nations starting in the 19th century to the present.

International Baccalaureate Psychology
1 unit | State number: 45.01700
Description: The IB Diploma Psychology course is the systematic study of behavior and mental processes. Students will develop an understanding of how psychological knowledge is generated, developed, and applied. They will examine the complex interaction of the biological, cognitive, and socio-cultural influences on human behavior. This multiple-lens approach will allow students to have a greater understanding of themselves and appreciate the diversity of human behavior.

International Baccalaureate Biology
2 units | State numbers: 26.01800 (yr 1), 26.01900 (yr 2)
Prerequisites: Biology, Chemistry
Description: Biology is the study of life. It is a wide, over-arching science that incorporates all living organisms from micro to macro in size. IB Biology will emphasize experimental work using different scientific methods in order to learn how to collect and analyze data and results and be able to communicate the information they find. Students will learn how to think and communicate scientifically using an interdisciplinary and international mindset.

International Baccalaureate Chemistry
2 units | State numbers: 40.05500 (yr 1), 40.05600 (yr 2)
Prerequisites: Chemistry
Description: An application-based course that can prepare students for a career in an area of Chemistry. The course is structured to dive deeply into chemistry knowledge and content and give students an understanding of matter in the universe and how we use it in our everyday lives. IB Chemistry a rigorous course filled with content that will allow students to take a different look at their world. Students will perform labs to investigate different phenomena and solve real-world problems. Students will be given the opportunity to work with substances and equipment that scientists across the world use in their research.

IB Mathematics: Analysis and Approaches (SL)
2 units | State numbers: 27.05310 (yr 1), 27.05320 (yr 2)
Prerequisites: Precalculus strongly recommended
Description: A proof-based, theoretical, student-centered math course focusing on the concepts, principles, and nature of mathematics. Students will understand, transfer, and apply math skills to a variety of problems and will also develop an understanding of how mathematics fits into other disciplines and global perspectives. The integrated study includes mathematical thinking in the areas of precalculus, calculus, statistics, algebra, functions, and probability, but this course studies calculus in greater depth than the IB A&I course.

IB Mathematics: Applications and Interpretation
2 units | State numbers: SL: 27.05350 (yr 1)
HL: 27.05370 (yr 1), 27.05380 (yr 2)
Prerequisites: SL: Algebra 2; HL: Precalculus
Description: A statistics-based, practical, student-centered math course focusing on the concepts, principles, and nature of mathematics. Students will understand, transfer, and apply math skills to a variety of problems and will also develop an understanding of how mathematics fits into other disciplines and global perspectives. The integrated study includes mathematical thinking in the areas of precalculus, calculus, statistics, algebra, functions, and probability, but this course studies statistics and application in greater depth than the IB A&A course.

International Baccalaureate Film
1 unit | State number: State Number: 52.07300
Description: This film course will combine the analytical study of films as artistic and cultural texts with the practical study of producing films as personal and collaborative works. In addition to researching and interpreting films, students will actively take on various production roles in creating experimental film projects and at least one complete short film. Students will use the techniques and concepts we study from various examples of international cinema. Students will write scripts, frame shots, edit clips, and direct projects in order to understand the creative and logistical processes of filmmakers.

International Baccalaureate Visual Arts
2 units | State numbers: 50.04400 (yr 1), 50.04500 (yr 2)
Prerequisites: 1 year of high school art and art teacher recommendation
Description: This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Graduation Requirement and Rigor Requirement Planner

Students must have four full academic credits from rigor courses to be eligible for the HOPE Scholarship, in addition to GPA and other requirements.
Sept. 2020 Listing of Rigor Courses: https://www.gafutures.org/media/188311/rigor-list-september-2020-print-ready.pdf

Student Name: _____ **Date:** _____

Graduation Requirements: *if course is not listed under subject requirement, list as additional course (electives)*

English *(4 core units required)* note core electives do not cover required 3rd or 4th options: Hope Rigor?

- ☐ **Ninth Grade Literature and Compositions** *or equivalent:* _____
- ☐ **American Literature / Composition** *or equivalent:* _____ ○
- ☐ **Third Course Requirement**: _____ ○
- ☐ **Fourth Course Requirement:** _____ ○

Mathematics: *(4 core units required)* note core electives do not cover required 4th option: Hope Rigor?

- ☐ **Algebra I** *or equivalent:* _____
- ☐ **Geometry** *or equivalent:* _____ ○
- ☐ **Algebra II** *or equivalent:* _____ ○
- ☐ **4th Math Option:** _____ ○

Science: *(4 core units required):* Hope Rigor?

- ☐ **Physical Science** and/or **Physics** *or equivalent*: _____ ○
- ☐ **Biology** or equivalent: _____ ○
- ☐ **Chemistry** &/or **Environmental Science** &/or **Earth Systems**, *or equivalent:* _____ ○
- ☐ **4th Science Option:** _____ ○

Social Studies: *(3 units required):* Hope Rigor?

- ☐ **U.S History** *or equivalent*: _____ ○
- ☐ **World History** *or equivalent:* _____ ○
- ☐ **American Government/Civics** (.5 units) *or equivalent:* _____ ○
- ☐ **Economics** (.5 units) *or equivalent:* _____ ○

Graduation Requirement and Rigor Requirement Planner

Health & Physical Education (.5 units Health and .5 units Physical Education or 3 credits of JROTC)

- ☐ **Health** (.5 units) _____
- ☐ **Physical Education** (.5 units): _____

CTAE and/or Fine Arts and/or Foreign Language Pathway (3 credits required) Hope Rigor?

- ☐ _____ ○
- ☐ _____ ○
- ☐ _____ ○

Total credits from above: 19 units, (*Needed credits to graduate: Minimum 23 units)*

World Language (2 units required for admission to GA Univ. System/universities, **may be listed in Pathway above**) Hope Rigor?

- ☐ _____
- ☐ _____ ○

Additional Courses Hope Rigor?

- ☐ _____ ○
- ☐ _____ ○
- ☐ _____ ○
- ☐ _____ ○
- ☐ _____ ○
- ☐ _____ ○
- ☐ _____ ○
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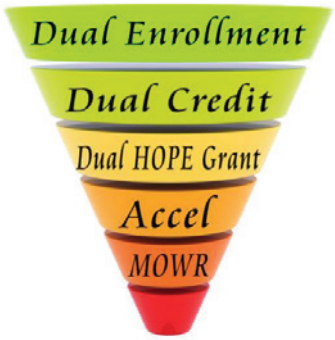
- ☐ _____ ○

Dual Enrollment - College Credit Program for Georgia High School Students



Questions to Consider:

- **What are my strengths and weaknesses?**
- **What are my interests and talents?**
- **What are my career dreams and plans?**
- **How can I make the most of middle and high school?**
- **How can I prepare for my future now?**

5th Grade- Career Exploration		
Middle School Options		
Option 1	**Option 2**	
Accelerated Content / Carnegie Courses in 8th Grade	**On-grade Level Coursework**	
Begin Pathway aligned to career interest in 8th Grade	**Begin Pathway aligned to career interest in 8th Grade**	
Prepare for ACT/ PSAT	**Prepare for ACT/PSAT**	
High School Options		
Option 1 Intended goals may include attending a Research University following graduation.	**Option 2** Intended goals may include attending a four year baccalaureate program or technical college .	**Option 3** Intended goals may include attending a technical college or other career training. Not recommended for college prep.
Honors/ AP Coursework and/ or…	**Complete Graduation Requirements and/ or…**	**Complete Graduation Requirements and/or…**
Dual Enrollment through UNG or other baccalaureate program +	**Dual Enrollment through UNG or Lanier Tech or other program (possible associate's degree) +**	**Complete HS Courses: 2 Math, 2 ELA, 2 SC, 2 SS, 1 Health/PE + Dual Enrollment for 2 degree certificates or associate's degree +**
Pathways that further career focus	**Pathways that further or explore a career focus**	**Pathways that further or explore a career focus**
Prepare for ACT/SAT	**Prepare for ACT/SAT**	**Prepare for ASSEST/Compass/ Accuplacer**
Engage in service, internships, and leadership opportunities aligned to career interests	**Engage in service, internships, and leadership opportunities aligned to career interests**	**Engage in service, internships, and leadership opportunities aligned to career interests**

*Graduation requirements include unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment.

Dual Enrollment - Educating Georgia's Future through Dual Credit

In 2015, the Georgia General Assembly passed a law that streamlined the existing dual-enrollment programs. As a result, Accel, Dual HOPE Grant, and the original Dual Enrollment have been combined into one program entitled Dual Enrollment, in which high school students may earn high school course credits while taking college courses. Georgia's Dual Enrollment dual-credit program is available to any Georgia student in grades 10-12 enrolled in a public school, private school, or home-study program operated pursuant to O.C.G.A. 20-2-690 in Georgia.

Dual Enrollment Facts

- The new Dual Enrollment dual-credit program provides assistance for postsecondary tuition, mandatory fees, and books.
- In some cases, students may be charged or be expected to purchase course-related fees, supplies, or equipment.
- Eligible students may participate part-time or full-time at multiple postsecondary institutions, but applications for Dual Enrollment must be completed every term (semester or quarter).
- Dual Enrollment program summer eligibility will begin in summer 2016.
- College courses must be selected from the approved Dual Enrollment Course Directory.
- The Dual Enrollment dual-credit program will pay a maximum of 15 semester hours or 12 quarter hours per student and per postsecondary institution. (Per Semester or Quarter)
- Once all high school graduation or home-study requirements are met, students are no longer eligible to participate in the Dual Enrollment dual-credit program.

Dual Enrollment - Quick Points to Remember

Below are a few points of interest to help students and parents understand and prepare for the new Dual Enrollment dual-credit program.

✓ The eligible student and parent/guardian should schedule the required Dual Enrollment advisement session with the school counselor to discuss the dual-credit program options.

✓ Completion of the Dual Enrollment Georgia Student Finance Commission application is required each semester quarter.

✓ The student must apply and be accepted to a participating eligible postsecondary institution (University System of Georgia, Technical College System of Georgia or private institutions).

✓ The student and parent/guardian must sign a Student Participation Agreement during a follow-up advisement session with the high school counselor.

✓ Eligible students may participate in high school competitive and other extracurricular events.

✓ Courses do not count against any maximum hourly caps for the HOPE scholarships or grants.

✓ College courses taken must count toward local and/or state high school graduation requirements.

✓ The Georgia Student Finance Commission will manage funding and payments to the postsecondary institutions provided by annual state appropriations.

✓ The Dual Enrollment dual-credit program is not available for coursework exempted or given credit by examination, testing, training, or prior experience.

✓ Dropping a course or not following program rules and regulations may result in students being removed from Dual Enrollment; thus, affecting their high school graduation requirements.

✓ Students must make annual progress towards graduation and completion of their Individual Graduation Plan to participate in the Dual Enrollment dual-credit program.

More details about the new Dual Enrollment dual-credit program may be found at www.gafutures.org.
For more details and information regarding other dual credit programs, including articulation, please contact the Georgia Department of Education at
www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx.

GaDOE Georgia Department of Education
Richard Woods, Georgia's School Superintendent: "Educating Georgia's Future"

COLLEGE ACCESS CHALLENGE GRANT

Academic Rigor Requirements information for the HOPE Scholarship

For the High School Graduating Class of 2017 and beyond, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full credits from the academic rigor course categories listed below prior to graduating from high school.

Credits received for academic rigor courses must be selected from the categories below:

1. Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
2. Advanced science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
3. Foreign language courses (II and beyond) taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
4. Advanced Placement, International Baccalaureate or Dual Credit Enrollment courses in Core subjects.

Hope Rigor Courses

Eligibility for the Hope Scholarship

NCAA ELIGIBILITY CENTER

www.fs.ncaa.org

Georgia Student Finance Commission
LOANS ◢ SCHOLARSHIPS ◢ GRANTS

HOPE Scholarship Rigor Requirements

New academic requirements are included in the HOPE legislation. These changes will impact students graduating from high school on or after May 1, 2015. In order to qualify for the HOPE Scholarship, students must meet the following academic requirements.

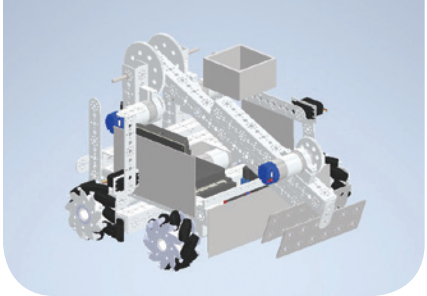
University of North Georgia
www.ung.edu

Lanier Technical College
www.laniertech.edu

Eligibility for HOPE Scholarship

GAfutures.org / HOPE & State Aid Programs / HOPE & Zell Miller Scholarships / HOPE Scholarship / Eligibility

www.gafutures.org



ADVANCED TECHNOLOGY, ENGINEERING AND MECHATRONICS PATHWAY

What is Advanced Technology, Engineering and Mechatronics?
Advanced Technology, Engineering, and Mechatronics is a rapidly changing industry with a diverse field and numerous career paths and opportunities. This pathway will focus on the broad manufacturing processes, robotics, and industry skills. Almost everything that we use in our everyday lives is "manufactured" in some way, shape, or form. Taking the definition even further, advanced manufacturing is the use of innovative technologies that are utilized in the creation of existing and new products (www.manufacturing.gov/glossary/advanced-manufacturing) in more time efficient, economical, and environmentally friendly ways.

What kinds of skills/activities can I expect to encounter in the Advanced Technology and Engineering Pathway?
Below is a list of SOME of the skills that will be explored in the pathway. As technology changes, these skills may/will change to ensure what is being experienced is actually being utilized in the workplace. (Some links for additional videos have been included below)

- Robotics
- Mechanical Controls (motors, gears, etc.)
- Hydraulics and Pneumatics
- PLC's - Programmable Logic Controller (this is the brain behind the entire automation process)
- Electrical/Energy Systems
- Conveyors/delivery systems
- 3-D Printing/Design

What are some well-known manufacturers that utilize advanced technology and engineering?

- Apple (IPhone)
- Porsche
- Kubota Tractors (Made right here in Jefferson, GA!)

How is automation changing manufacturing?
The following video links will provide some additional information regarding the technology advancements in the Advanced Technology and Engineering career field.

- Careers of the Future: Automation
- Additive manufacturing

Are there any additional resources for students to explore careers in Advanced Technology and Engineering? (click on the links to web resources)

- Cool Careers for Students
- Creators Wanted

I want the opportunity to take more than three classes in this pathway...what are some other opportunities for me to continue learning in this field?

- Work based learning and internships
- Dual enrollment through Lanier Technical College
- Welding Pathway (Taught through the Agricultural Mechanics program)
- Engineering Drawing and Design Pathway

Please use QR Code to access imbedded information and videos:

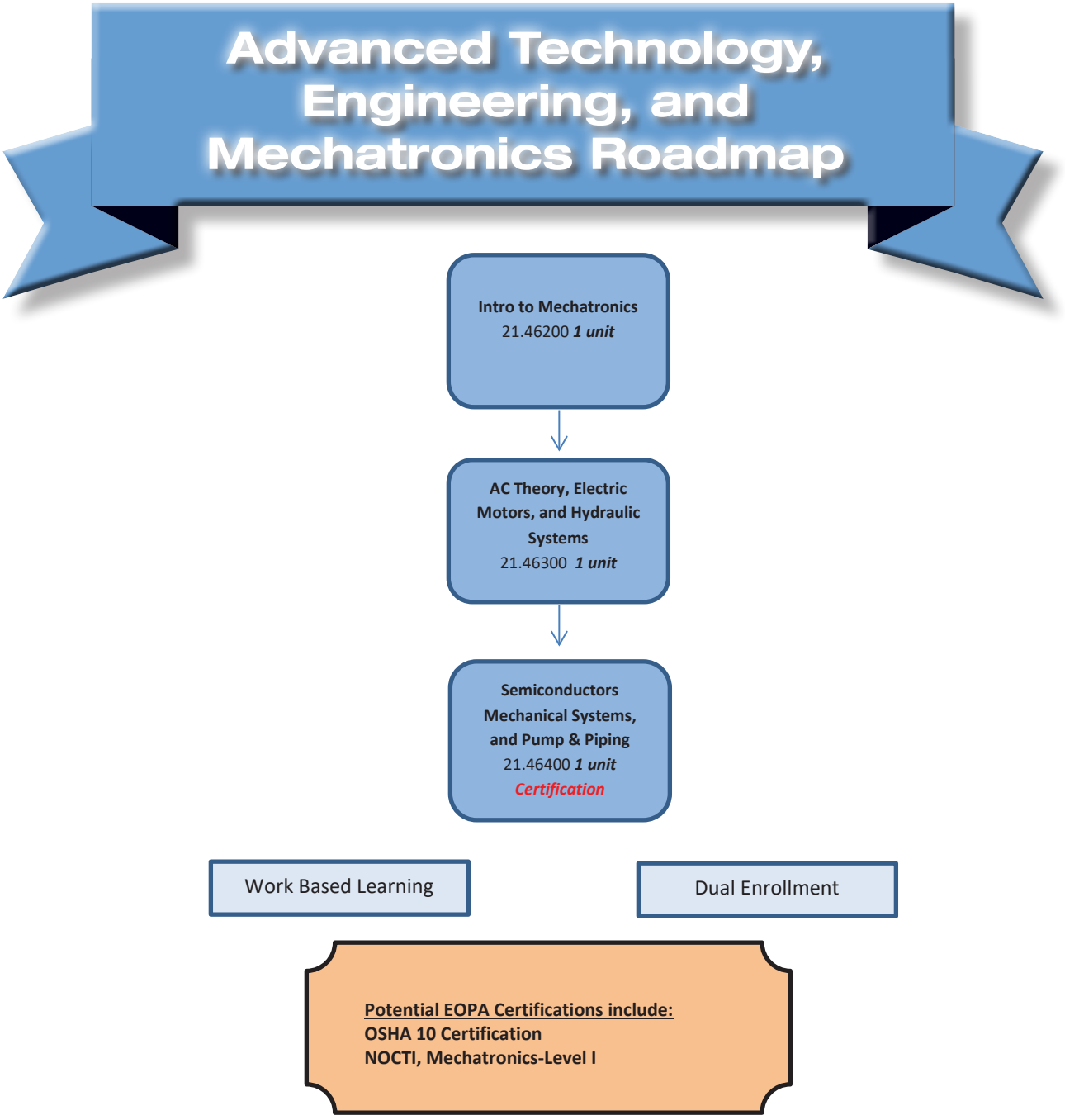
Course information:

Introduction to Mechatronics - (Intro to Adv. Tech, Engineering and Mechatronics I) **1 unit**
State Number: 21.46200
Prerequisites: None
Description: Introduction to Mechatronics - DC Theory, Pneumatic Systems, and Programmable Logic Controllers Introduction to Advanced Technology and Engineering is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy

as they learn about the history, systems, and processes of manufacturing and Engineering. In addition, the course will provide an overview of the safe use of tools and technically advanced equipment used in the industry.

AC Theory, Electric Motors and Hydraulic Systems - *(Adv. Tech, Engineering and Mechatronics II)* **1 unit**
State Number: 21.46300
Prerequisites: Introduction to Mechatronics
Description: Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM).

Semiconductors, Mechanical Systems, and Pump and Piping Systems, (Adv. Tech, Engineering and Mechatronics III) **1 unit**
State Number: 21.46400
Prerequisites: AC Theory, Electric Motors and Hydraulic Systems
Description: The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.



AGRICULTURE

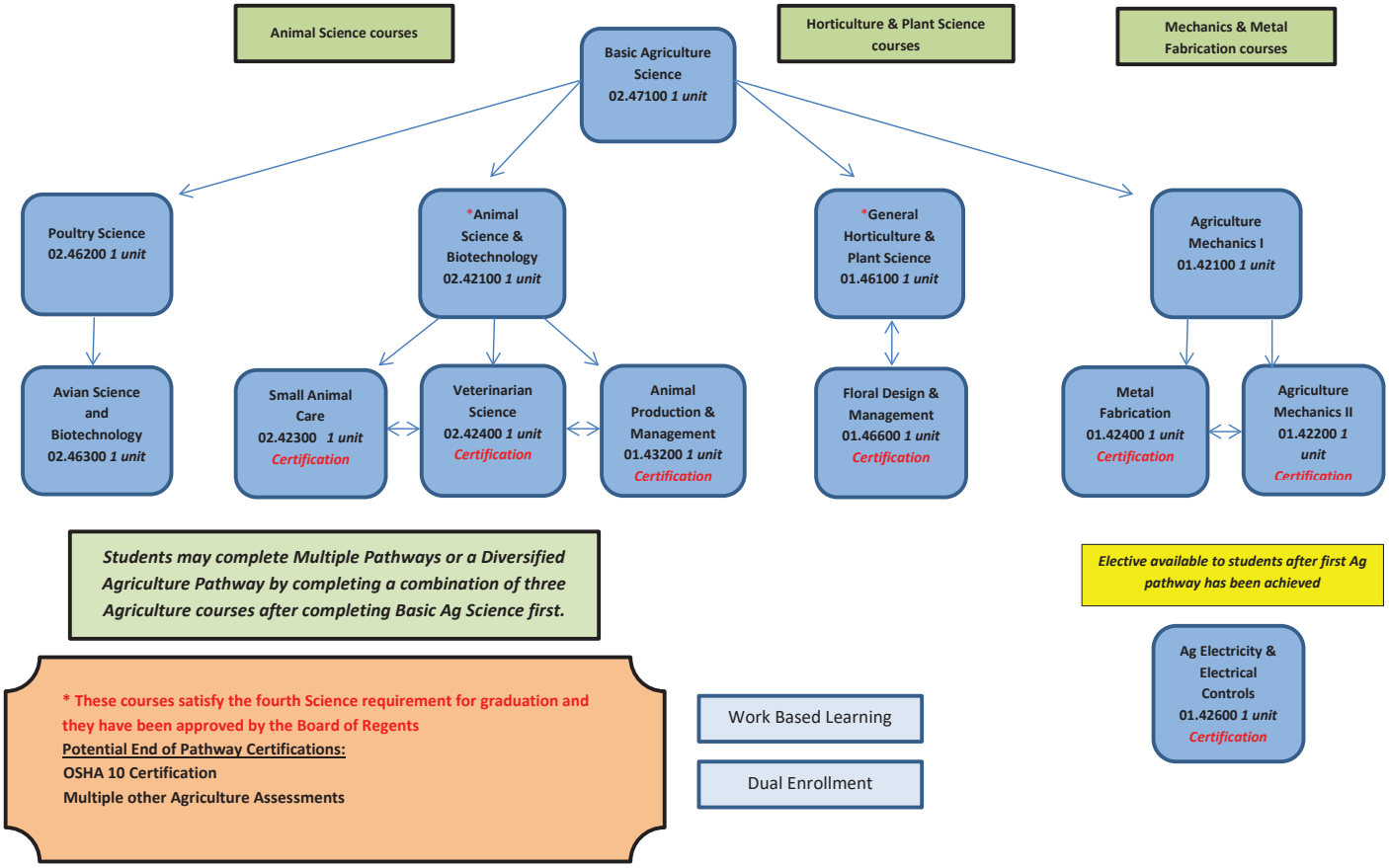
Agriculture Education (Ag Ed) nurtures leaders in every field imaginable. While some Ag Ed students come from farm families, the vast majority do not. Over 90% of pathway completers go on to work or study in a non farm, agriculture-related career. More than 200 different careers are available to persons with an interest in agriculture. Many of those careers require a minimum of 2 years of education beyond high school. Agriculture and agriculture-related industries provide roughly 18% of the total work force in the United States. Agriculture is the largest Industry in Jackson County and it possesses some of the most sought positions by employers: Welders, Farm production and agriculture services, Input suppliers, Processing and marketing, Agriculture wholesale and retail trade, Veterinarian and Animal Science Industries, and Indirect agriculture businesses

Agricultural Education allows students the opportunity to apply mathematics, science, communication, and leadership skills learned throughout their high school courses in real world applications while preparing them to enter the workforce directly upon graduation or continue their education in a two- or four-year college or university. The opportunities for students with solid Ag Ed skills are booming in fields such as agriscience, animal science, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, agribusiness management, and veterinary medicine. The Ag Ed program combines agricultural technical skills with rigorous coursework, leadership training, and exploration of the ethical and philosophical issues related to genetic engineering, the impact of agriculture on the environment, and other current agricultural topics. There are three interrelated components to the program: classroom and laboratory experiences, the Supervised Agricultural Experience Program (SAEP), and FFA. The optimal benefit of the Agricultural Education program is only truly recognized when students are active participants in all three parts of the program. This provides a balanced approach to learning in the Agricultural Education classroom and allows students many opportunities to apply classroom learning in solving real world problems.

There are Three distinct available Pathway areas, all which begin with Basic Agriculture Science. Because pathways are made up of a combination of available agriculture courses, students are able to complete multiple pathways.

Career Technical Student Organization:
FFA

Agriculture Science Roadmaps



**** National Assessments are available after each pathway completion***

Agriculture Courses:

Basic Agricultural Science **1 unit**
State number: 02.47100
Prerequisites: None
Description: **This course is designed as the foundational course and is the prerequisite for all Agriculture, Food & Natural Resources Pathways.** The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities in FFA.

Agricultural Mechanics I **1 unit**
State number: 01.42100
Prerequisites: Basic Ag Science
Description: This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include woodworking, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through FFA supervised agricultural experiences, leadership programs and activities.

Agriculture Mechanics II **1 unit**
State number: 01.42200
Prerequisites: Ag Mechanics I
Description: The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving.

Agriculture Metal Fabrication (Welding) **1 unit**
State number: 01.42400
Prerequisites: Ag Mechanics I
Description: This course is designed to provide students with a more in-depth study of agricultural metal fabrication. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural metal fabrication and welding. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide

students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.

Animal Science and Biotechnology **1 unit**
State number: 02.42100
Prerequisites: Basic Ag Science
Description: This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities in FFA.
** This course satisfies the fourth science requirement and it has been approved by the Board of Regents.*

Small Animal Care **1 unit**
State Number: 02.42300
Prerequisites: Animal Science Biotechnology
Description: This course is recommended to take prior to taking Veterinarian Science II, however it is not a prerequisite for that class. The course will provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Agriculture Animal Production and Management **1 unit**
State number: 01.43200
Prerequisites: Basic Ag Science
Description: The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for animals.

General Horticulture and Plant Science **1 unit**
State number: 01.46100
Prerequisites: Basic Ag Science
Description: This course is designed as an introduction for the Horticulture-Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities in FFA. ** This course satisfies the fourth science requirement and it is approved by the Board of Regents.*

Floral Design and Management **1 unit**
State number: 01.46600
Prerequisites: Basic Ag Science
Description: This laboratory course is designed to prepare students to apply systematic business procedures and design principles in the operation of a retail or wholesale floral business. Students will learn about the cut flower industry, the history of floral design, identification of flowers and foliage, design shapes, mechanics of design, everlasting flowers, and use knowledge and skills to create custom design work for special occasions.

Veterinarian Science **1 unit**
State number: 02.42400
Prerequisites: Animal Science Biotechnology
Description: The agricultural education course in veterinary science covers the basics of animal care. It is recommended that students take Small Animal Care, prior to taking Veterinarian Science II. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue their education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession.

Poultry Science **1 unit**
State Number: 02.46200
Prerequisites: Basic Ag Science
Description: Poultry Science is an introductory course into Poultry Science and Avian Biology. The course introduces students to the terminology and knowledge of modern poultry science and the commercial poultry industry, including anatomy and physiology, reproduction, genetics, nutrition, conventional and alternative housing/ production methods, broiler-breeders, broilers, and commercial egg layers, health, processing, marketing, and more. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. The purpose of this course is to establish an in-depth understanding and appreciation of Georgia's #1 industry and economic driver among its students.

Avian Science and Biotechnology **1 unit**
State Number: 02.46300
Prerequisites: Poultry Science
Description: Avian Science and Biotechnology is designed for students to explore scientific principles in avian science. This course investigates avian biotechnology and research while exploring avian anatomy physiology, embryonic development, health, and nutrition. This course examines habitats and wild avian management, avian enterprises and products and connects the value of various avian species to food science. This course will analyze poultry environmental control practices and identify USDA certification processes for poultry products.

Agricultural Electricity and Electrical Controls **1 unit**
State number: 01.42600
Prerequisites: Completion of first Agriculture Pathway, preferably Ag Mechanics
Description: This course is designed to provide students with a more in-depth study of agricultural electricity and electrical controls. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural electricity and electrical controls. Additionally, hands-on laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.

ARMY JROTC

Cadets who complete three (3) JROTC course credits (Let I, II, & III) shall satisfy the Georgia Department of Education and Jackson County School System Health and Physical Education graduation requirements, plus they will have completed a pathway.

Army JROTC Leadership Education 1 **1 unit**
State number: 28.43100
Prerequisites: None
Description: This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Army JROTC Leadership Education 2 **1 unit**
State number: 28.43200
Prerequisites: Let 1
Description: This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Army JROTC Leadership Education 3 **1 unit**
State number: 28.43300
Prerequisites: Let 2
Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Army JROTC Leadership Education 4 **1 unit**
State number: 28.43400
Prerequisites: Let 3
Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Army JROTC 5,
State number: 28.43500
Army JROTC 5,
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Army JROTC 5,
State number: 28.43800

AUDIO, VIDEO TECHNOLOGY, FILM AND TELEVISION

Audio Video Technology and Film allows students to work with their hands and collaborate on fun, interactive projects while working in a production studio setting. Using state of the art technology, students complete projects in designing, writing, producing, editing, and filming. Students will also develop business and effective communication skills as they learn to interact with clients and customers. Topics covered in the entry level course may include, but are not limited to the following: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics.

Topics covered in advanced courses may include but are not limited to the following: planning, writing, directing and editing a production; field equipment functions; operational set-up and maintenance; advanced editing operations; studio productions; performance; audio/video control systems; production graphics; career opportunities; and professional ethics.

Teamwork is an integral part of this fast-paced rigorous curriculum. Many students compete across the nation on standards-based projects and design. Graduates can enter the workforce directly upon graduation or continue their education in a two- or four-year college or university.

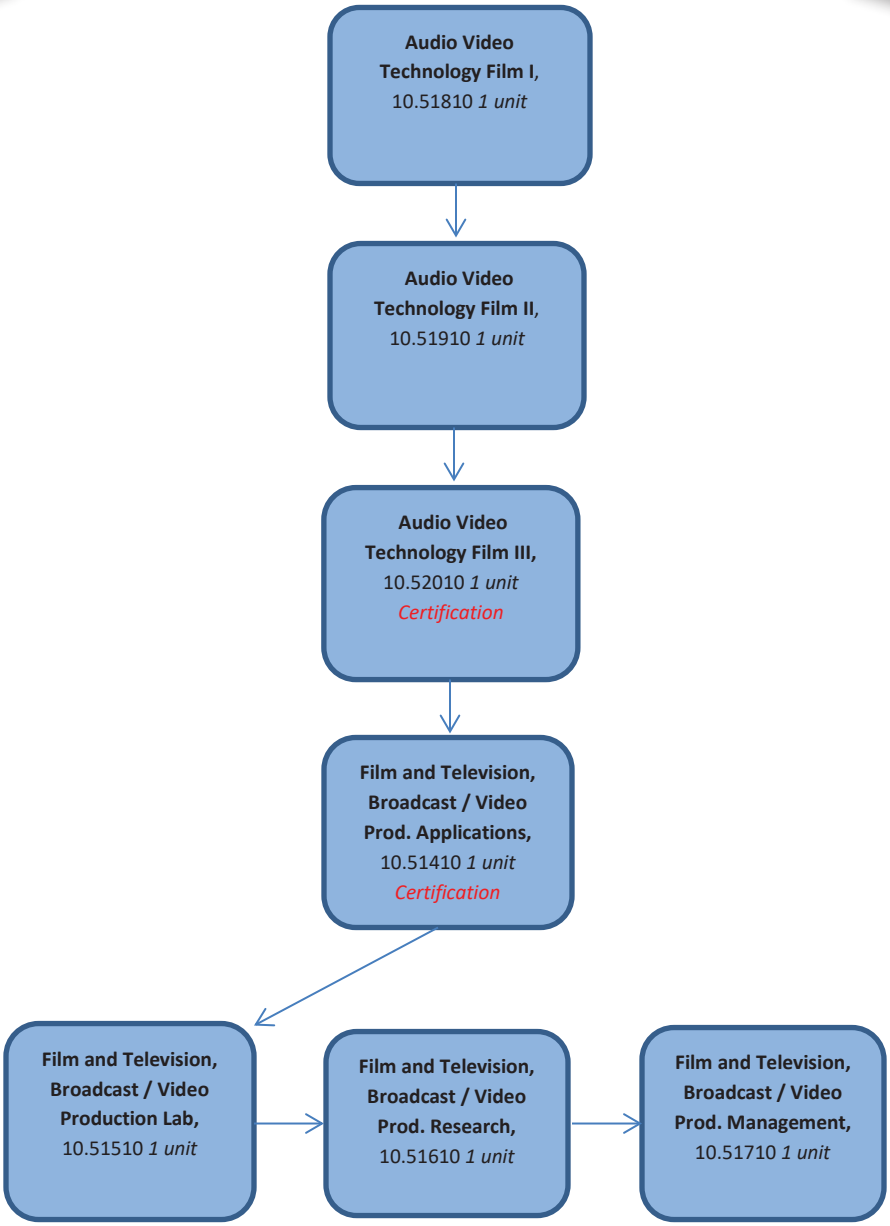
Audio - Video Technology Film I **1 unit**
State number: 10.51810
Prerequisites: None
Description: This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.

Audio - Video Technology Film II **1 unit**
State number: 10.51910
Prerequisites: Audio - Video Technology Film I
Description: This one credit course is the second in a series of three that prepare students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Audio - Video Technology Film III **1 unit**
State number: 10.52010
Prerequisites: Audio - Video Technology Film II
Description: This one credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Broadcast and Video Production Applications (IV) **1 unit**
State number: 10.51410
Prerequisite: Audio - Video Technology Film III and Teacher Recommendation
Description: Broadcast/Video Production Applications is the fourth course in Audio – Video Technology and Production and is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Topics

Audio, Video Technology, Film and Television Roadmap



Work Based Learning

Dual Enrollment

Potential EOPA Certifications include:
NOCTI
Adobe Premiere

**** National Assessment available after pathway completion: Television Production, NOCTI Job Ready Assessment***

include advanced camcorder techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume, references, and production samples. SkillsUSA, and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Broadcast/Video Production Lab **1 unit**
State Number: 10.51510
Prerequisite: Broadcast and Video Prod. Applications (IV)
Description: This course is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or industry placement. Topics of this laboratory based course include specialization selection, production, career portfolio, communication skills, and professional ethics. Competencies are obtained through service projects that represent the school or community in a professional manner. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.

Broadcast/Video Production Research **1 unit**
State Number: 10.51610
Prerequisite: Broadcast and Video Production Lab
Description: Production Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio(as needed for satisfactory completion of BVP3) required prior to registration for this course.

Broadcast/Video Production Management **1 unit**
State Number: 10.51710
Prerequisite: Broadcast and Video Production Research
Description: This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. **Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.**

Career Technical Student Organization

SkillsUSA

BUSINESS MANAGEMENT AND ADMINISTRATION, ENTREPRENEURSHIP

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for these courses.

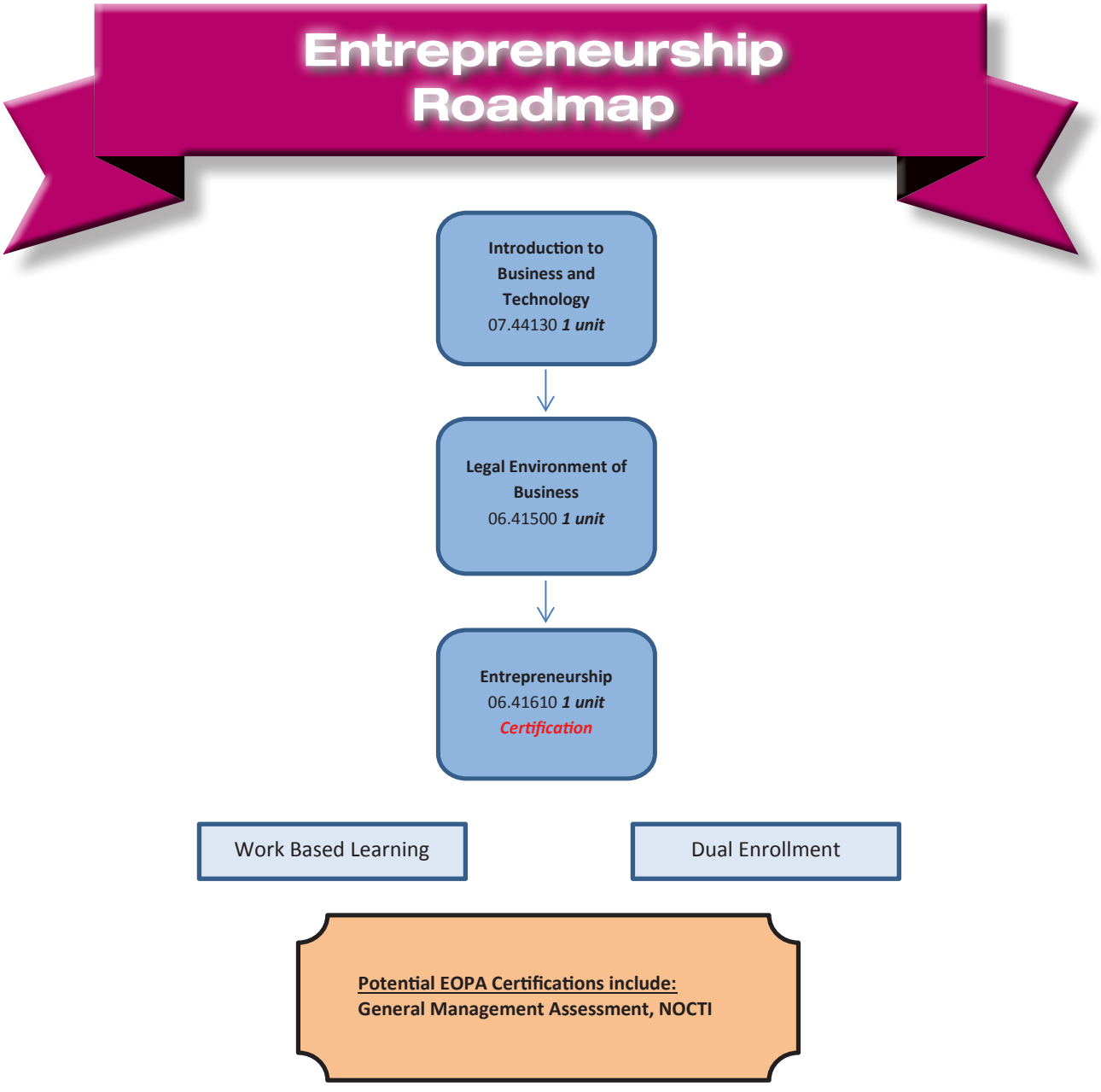
Introduction to Business and Technology **1 unit**
State Number: 07.44130
Prerequisites: None
Description: The course is designed for high school students as a gateway to the Entrepreneurship career pathway, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready.

Legal Environment of Business **1 unit**

State Number: 06.41500
Prerequisites: Introduction to Business and Technology
Description: Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.
Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.

Entrepreneurship **1 unit**

State Number: 06.41600
Prerequisites: Legal Environment of Business
Description: Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.



CONSTRUCTION

Trade and Industrial Education programs equip students with the knowledge, skills, and attitudes necessary for successful employment in the trade and industrial field and for further education. Construction Technology includes three major components:

1) Classroom/Laboratory experiences, which enable students to develop technical and academic skills in labs that simulate the business or industrial work environment for the given area.
2) Work-Based Learning, which provides cooperative education as a required component of the diversified Cooperative Training Program.
3) SkillsUSA youth organization, which provides opportunities for students to participate in co-curricular activities that help them develop academic and technical skills and encourages them to become better citizens.

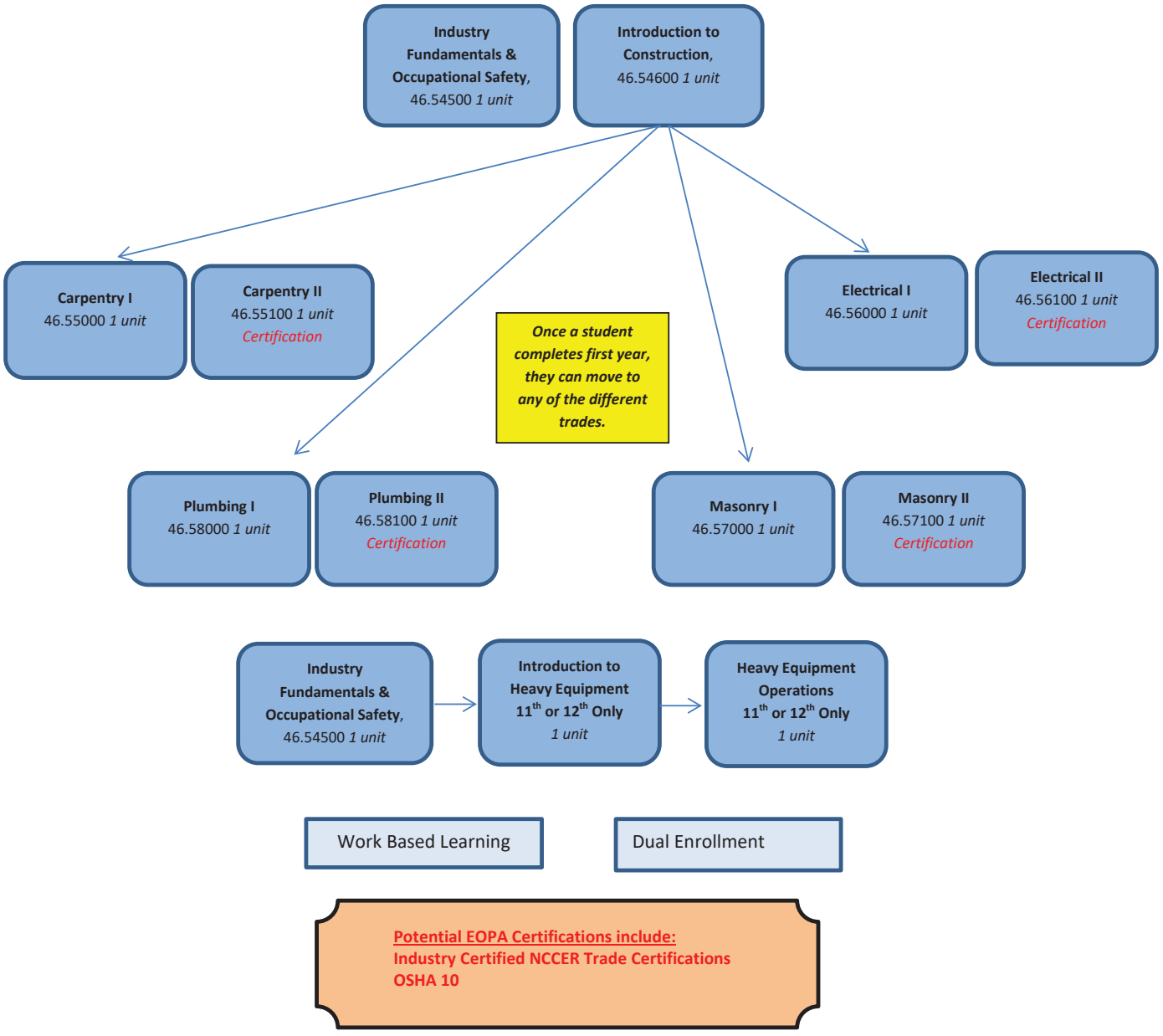
Industry Fundamentals and Occupational Safety 1 unit
State number: 46.54500
Prerequisites: None
Description: This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Minimum performance requirements for this core course, and throughout the three-year curriculum, are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Introduction to Construction 1 unit
State number: 46.54600
Prerequisites: Industry Fundamentals and Occupational Safety
Description: This course is preceded by the Industry Fundamentals and Occupational Safety course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been

influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area. Minimum performance requirements for this core course are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Carpentry I 1 unit
State number: 46.55000
Prerequisites: Introduction to Construction
Description: This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well

Carpentry, Plumbing, Electrical, and Masonry Roadmaps



**** National Assessment available after pathway completion:*** *NCCER Carpentry Level 1 Certification, Exams are taken at the end of each module*

as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson. Minimum performance requirements for this core course are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Carpentry II **1 unit**
State number: 46.55100
Prerequisites: Carpentry I
Description: This course is offered after pathway completion and provides the student advanced skills in carpentry. This course provides the knowledge of various kinds of roof systems. It provides knowledge and skills for layout and cutting of the various types of roof rafters. It provides knowledge and skills for installing exterior doors, windows, and skylights. It also provides the student with knowledge and skills to layout, cut, and install various types of stairs and the code requirements needed to properly do so.

Electrical I **1 unit**
State Number: 46.56000
Prerequisites: Introduction to Construction
Description: This course is preceded by Introduction to Construction and is the third course that provides the student a solid foundation in electrical skills and knowledge. It is the third step in gaining a Level One Industry Certification in Electrical. This course builds on the concepts of electrical safety introduced in Occupational Safety. It provides knowledge of the hardware and systems used by an electrician and the basic skills to install them. It provides a general knowledge of electrical systems including series, parallel, and series-parallel circuits. It provides the basic skills and knowledge to navigate and use the National Electrical Code. It provides an introduction to the skills and knowledge of conduit bending and installation.

Electrical II **1 unit**
State Number: 46.56100
Prerequisites: Electrical I
Description: This course is offered after pathway completion. The course provides the student advanced training in electrical construction. This course focuses on proper selection, inspection, use, and maintenance of common electrical test equipment; introduces the types and applications of raceways, wire-ways, and ducts; focuses on the types and application of conductors and covers proper wiring techniques, electrical prints, drawings and symbols; covers the electrical devices and wiring techniques common to commercial and industrial construction and maintenance, and covers the electrical devices and wiring techniques common to residential construction and maintenance.

Masonry I **1 unit**
State Number: 46.57000
Prerequisites: Introduction to Construction
Description: This course is preceded by Introduction to Construction and provides the student a solid foundation in masonry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Masonry. This course provides knowledge and skills needed to operate hand tools, power tools, and equipment used in mixing mortar safely. It provides the knowledge and skills needed for cutting, laying, and finishing masonry units. It provides the math knowledge and skills needed to calculate distances, areas, and volumes common in masonry work. It also provides the knowledge of the types and properties of mortar and materials used in a concrete mixture.

Masonry II **1 unit**
State Number: 46.57100
Prerequisites: Masonry I
Description: This course is offered after pathway completion and offers students advanced masonry skills and knowledge. This course provides the basic knowledge needed for all types of concrete and masonry units and their applications. It provides additional skills needed for cutting, laying, and finishing masonry units. It provides the knowledge and skills to use ties and reinforcing materials while installing masonry units. It also provides knowledge and skills related to the processes used in placing masonry units.

Plumbing I **1 unit**
State Number: 46.58000
Prerequisites: Introduction to Construction
Description: This course is preceded by Introduction to Construction and provides the student a solid foundation in plumbing skills and knowledge. It is the third step in gaining a Level One Industry Certification in Plumbing. This course provides basic skills and knowledge needed to apply OSHA and EPA safety concepts and practices as related specifically to the plumbing trade. It includes the use of plumbing tools and materials. The student is introduced to the basic knowledge and application of plumbing codes. Also included is the basic skills and knowledge required to handle, estimate, and store materials used in the plumbing trade. Involved in this process is the correct interpretation and application of basic information from architectural and construction working drawings, especially as related to plumbing installation.

Plumbing II **1 unit**
State Number: 46.58100
Prerequisites: Plumbing I
Description: This course is offered after pathway completion and provides the student advanced training in plumbing skills and knowledge. This course provides the basic skills and knowledge to install water supply systems as well as drain, waste, and ventilation systems. This involves basic installation from rough-in through trim out of a variety of fixtures. It involves practice with the skills and knowledge necessary to apply plumbing codes to specific circumstances. This course also builds on the skills and knowledge of the student to be able to read, interpret, and apply information from architectural and construction working drawings, especially as related to plumbing installation.

Heavy Equipment Pathway

Industry Fundamentals and Occupational Safety

NEW - **Introduction to Heavy Equipment** (11th and 12th Grade students only)

NEW - **Heavy Equipment Operations** (11th and 12th Grade students only)

Career Technical Student Organization
SkillsUSA

ENGINEERING DRAFTING & DESIGN

Drafting and design engineers prepare mechanical or digital drawings, diagrams or blueprints and/or models of various products or structures to guide product makers, architects or construction personnel in the manufacture, implementation or building process. Often using computer-aided drafting (CAD) and/or computer-aided drafting and design (CADD) software, drafting and design engineers provide the vital link between design theory and practical application by translating critical design concepts into workable plans for tangible, buildable mechanical and architectural end-products.
Source: educatingengineers.com

Emphasis in the first course in the pathway, Introduction to Drafting and Design, is placed on learning to use both manual drafting tools, board drafting, and AutoCAD software. AutoCAD is used extensively in the course for both single view and multiview drawings.. In the second course, Survey of Engineering Graphics, tolerancing principles are introduced and students learn how to draw section views, auxiliary views, isometric and perspective drawings, and patterns and development diagrams. Students in the second course also begin learning the 3D modeling program Autodesk Inventor. Students in the advanced course, 3-D Modeling & Analysis, continue learning about mechanical drawing, including working and assembly drawings as well as deepening their understanding and ability to use Inventor as they produce drawings and solve engineering type problems.

Graduates may enter the workforce or continue their education and training through a two- or four-year college or university. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Autodesk Inventor Certification Exam.

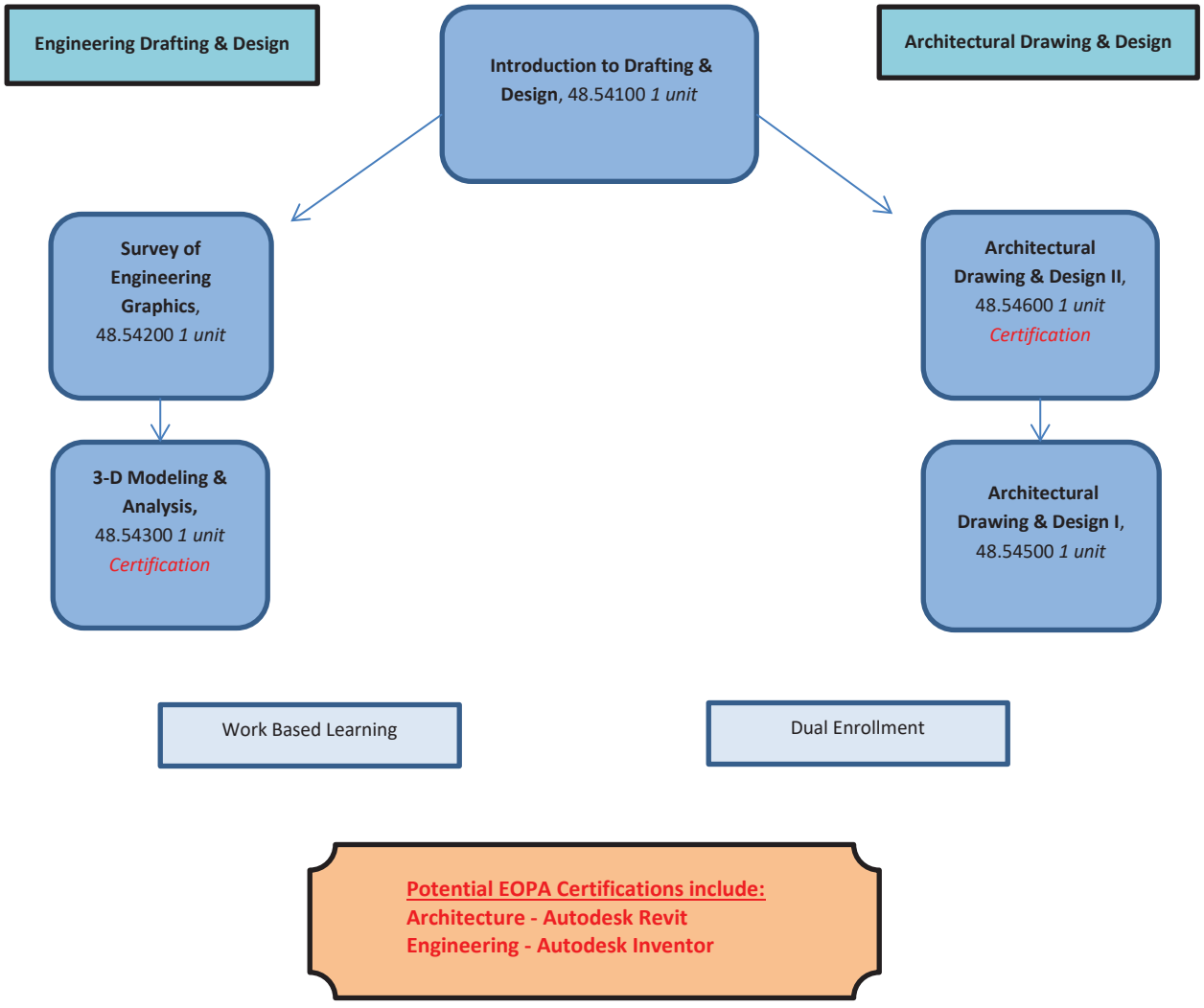
ARCHITECTURAL DRAWING & DESIGN

Architects plan & design houses, office buildings, and other structures. Occupations related to architectural drawing include: interior design, landscape architecture, construction managers, urban and regional planners, industrial designers / engineers, etc. Students in Architectural Drawing and Design will research and design structures using leading edge tools and software. Students use advanced math and science skills to complete a rigorous, hands-on, project-based curriculum. Through interaction with industry, students develop the skills necessary to be competitive in today's marketplace.

Emphasis in the first course in the pathway, Introduction to Drafting and Design, is placed on learning to use both manual drafting tools, board drafting, and AutoCAD software. AutoCAD is used extensively in the course for both single view and multiview drawings.. In the second course, Architectural Drawing and Design I, students learn the basics of house design and learn to use Autodesk Revit to create house plans. Students in advanced course, Architectural Drawing and Design II, continue learning about architectural design and learn to use advanced features of Autodesk Revit. Architecture II students also compete in the AIA Atlanta High School Design Competition, this design project that give students a real world problem to solve in line with first year architecture studio projects at the postsecondary level

Graduates may enter the workforce or continue their education and training through a two- or four-year college or university. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Autodesk Revit Certification Exam. Employment of architects is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations.

Engineering Drafting and Architectural Drawing & Design Roadmaps



**** National Assessment available after pathway completion:*** *Autodesk Certified User: Revit Architecture and Autodesk Inventor Certified User for Engineering*

Introduction to Drafting and Design **1 unit**
State number: 48.54100
Prerequisites: None
Description: Introduction to Drafting and Design is the foundational course for both the Architectural Drafting and Design pathway and the Engineering Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

Survey of Engineering Graphics **1 unit**
Course Number: 48.54200
Prerequisites: Introduction to Drafting & Design
Description: Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/ technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course..

3D Modeling and Analysis **1 unit**
Course Number: 48.54300
Prerequisites: Survey of Engineering Drafting & Design
Description: Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The final culmination is a project that contains information mastered throughout the three courses. Students who successfully complete this and other drafting courses should be prepared to take an End of Pathway Assessment.

Architectural Drawing and Design I **1 unit**
State number: 48.54500
Prerequisites: Introduction to Drafting and Design
Description: Architectural Drawing and Design I is the second course in the Architectural Drawing and Design pathway and introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement to continue their education at the postsecondary level.

Architectural Drawing and Design II **1 unit**
State number: 48.54600
Prerequisites: Architectural Drawing and Design I
Description: Architectural Drawing and Design II is the third course in the Architectural Drawing and Design pathway and builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on the design process, site plans, electrical plans, plumbing plans, sections and details, project presentations, and a course portfolio. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take an End of Pathway Assessment.

FAMILY AND CONSUMER SCIENCES

If you like interacting with people and want to build a career that enables you to help others, then Family and Consumer Sciences (FACS) may be for you. FACS offers a unique focus on families, work, and their interrelationships which provides a solid foundation of success for any student. Through relevant coursework, community projects, student organizations, and internship/mentoring opportunities, students develop the essential leadership, life, and communications skills they need to become responsible citizens and leaders in family, community and work settings. As a FACS student, you will learn to manage resources to meet the essential needs of individuals and families; to promote optimal nutrition and wellness across the lifespan and to accept responsibility for your actions and success in family and work life.

Nutrition & Food Science Roadmap

Food, Nutrition and Wellness
20.41610 *1 unit*

↓

*** Food for Life**
20.41400 *1 unit*

↓

*** Food Science**
20.41810 *1 unit*
Certification

Work Based Learning

Dual Enrollment

*** This course satisfies the fourth science requirement and it has been approved by the Board of Regents**

Potential End of Pathway Certifications:

Servsafe Handler

Servsafe Manager

**** National Assessment available after pathway completion:*** *ServSafe Food Safety Handler Certification, National Restaurant Association (NRA) Solutions*

Human Services: Nutrition and Food Science Pathway

Employment in this field is expected to grow faster than average as a result of the increasing emphasis on disease prevention through improved dietary habits. A growing and aging population will increase the demand for meals and nutritional counseling agencies in hospitals, residential care facilities, schools, prisons, community health programs, and home health care.

Food, Nutrition and Wellness **1 unit**
State number: 20.41610
Prerequisites: *None*
Description: Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.
Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Food for Life **1 unit**
State number: 20.41400
Prerequisites: *Food, Nutrition and Wellness*
Description: Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. There will be hands-on projects and lab experience.
** This course satisfies the fourth science requirement and it has been approved by the Board of Regents*

Food Science **1 unit**
State number: 20.41810
Prerequisites: *Food for Life*
Description: Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Related careers will be explored. There will be hands-on projects and lab experience. ** This course satisfies the fourth science requirement and it has been approved by the Board of Regents*

Career Technical Student Organization
FCCLA

HEALTHCARE SCIENCE

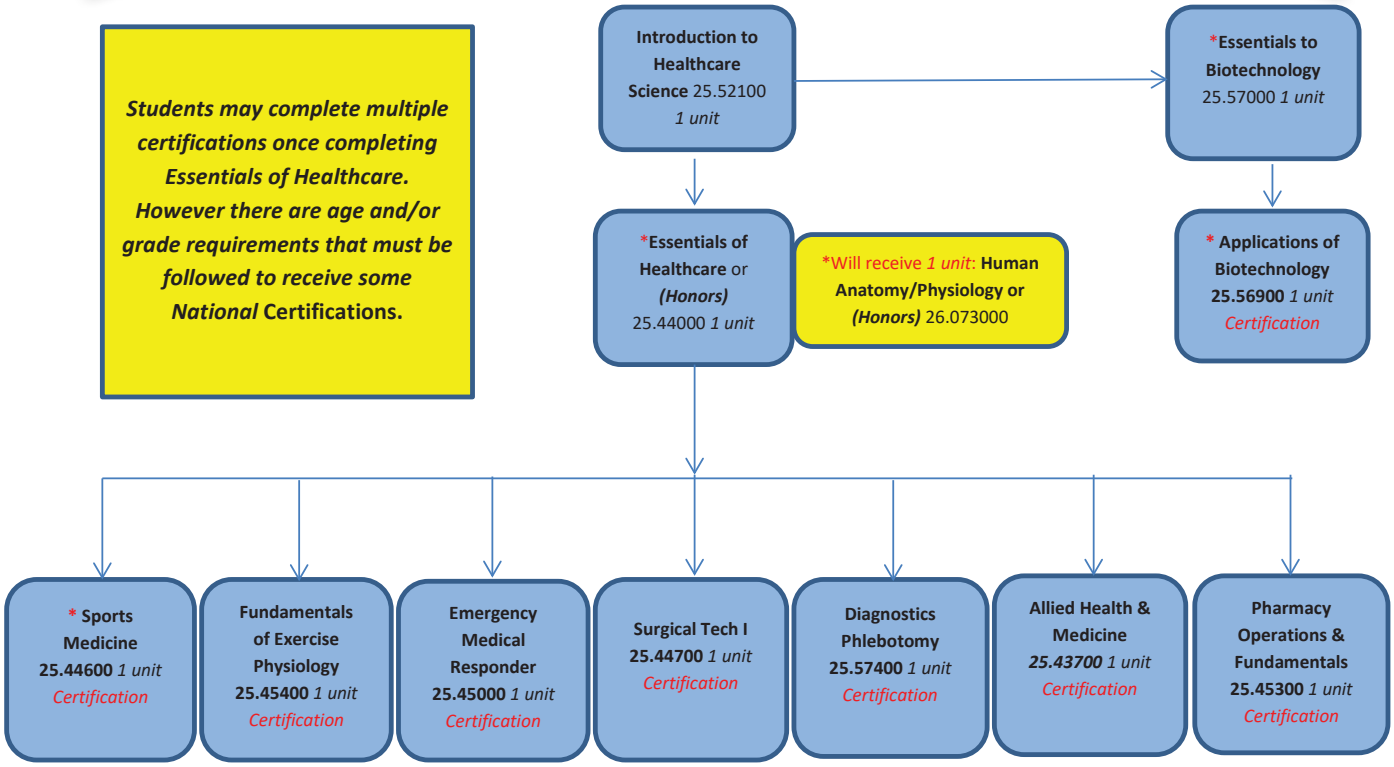
If you are interested in a future in any medical related field, a Healthcare Science concentration provides challenging academic courses, relevant on-the-job experience, and specialized technical skills that will prepare you for a future in this fast-paced, high-demand career field. According to the Georgia Department of Labor, careers in the healthcare field account for almost 75 percent of the projected new job growth among professions that require at least an associate degree. In the classroom and laboratory experiences, students build solid math, science, reading, writing, and communication skills. Special emphasis is placed on developing the problem-solving and decision-making skills required for the fast-paced healthcare industry. Through Healthcare Science courses, students learn basic concepts of health, wellness, and preventative care; medical terminology; microbiology; life-support skills; and the ethical and legal responsibilities of today's healthcare provider. Students enrolled in Healthcare Science will have many opportunities to put classroom knowledge and skills into practice through various clinical experiences and internships. By working in a variety of healthcare settings, students will have an opportunity to explore a wide range of careers in the field. Graduates can transition into high-demand entry-level healthcare careers and/or continue their education at the post-secondary institution of their choice. Many hospitals and medical centers provide tuition-reimbursement options and professional development opportunities to employees.

Introduction to Healthcare Science **1 unit**
State number: 25.52100
Prerequisites: None
Description: Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Essentials of Healthcare **1 unit**
Human Anatomy **Hope Rigor* **1 unit**
State number: 25.44000
Prerequisites: Introduction to Healthcare Science
Description: Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. ** This course meets fourth science requirement; students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology.*

Fundamentals of Exercise Physiology **1 unit**
State number: 25.45400
Prerequisites: Essentials to Healthcare
Description: As the third course in the Physical Medicine/Exercise Physiology Career Pathway, this course is appropriate for students wishing to pursue a career in personal training or for those who desire an introduction in the field of exercise physiology. The course will enable students to perform fitness assessments, according to current guidelines, and to use data to develop exercise and training routines, fitness plans, and nutritional programs to fit the needs of clients. The concepts of human kinesiology will be evaluated and fundamental skills of goal setting, record keeping, and instruction techniques will be covered in the course. Proficiency in using and teaching others to use various types of exercise equipment and stretching techniques will be developed. Personal, professional, and ethical skills, as well as the guidelines, and safety practices required within the field of personal training, will be learned and practiced. The ability to create routines and programs for fitness to meet the needs of the general population and to meet the special needs of targeted groups of individuals will be developed.

Healthcare Science Roadmaps



Work Based Learning

Dual Enrollment

*** These courses satisfy the fourth Science requirement for graduation and they have been approved by the Board of Regents**

End of Pathway Assessments / Certifications:

NOCTI – Biotechnology Assessment, Research Development
NASM - Certified Personal Trainer (NASM-CPT)
NCHSE - National Consortium for Health Science Education
EMR - Emergency Medical Responder Certification
CNA – Certified Nursing Assistant (Dual Enrollment with Lanier Technical College)
Tech in Surgery - Certified (NCCT) *Provisional*
CCMA - Certified Clinical Medical Assistant, NHA (National Healthcare Association) ***Age Requirement*
CPT - Certified Phlebotomy Technician - ***Age Requirement*
CPhT - Pharmacy Technician Certification - ****Graduation Requirement*

****** Age Requirement: Candidates must take and successfully pass the examination no more than 12 months prior to graduation to earn a provisional certification***
******* (Pharmacy) Graduation Requirement - Candidates must successfully complete requirements within no more than 30 days of obtaining a high school diploma***

Allied Health and Medicine **1 unit**
State number: 25.43700
Prerequisites: Essentials to Healthcare
Description: This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. End of Pathway Assessment is the National Healthcare Science Assessment. The Honors level Allied course has embedded Phlebotomy standards in the course. Prerequisite for students to take Honors Allied Health & Medicine course: must have completed Honors Essentials of Healthcare or completed and passed regular Allied Health & Medicine. End of Pathway Assessment for Honors course is Certified Clinical Medical Assistant.

Essentials of Biotechnology **1 unit**
State number: 25.57000
Prerequisites: Introduction to Healthcare Science
Description: This course introduces students to the broad understanding of the fundamentals of biotechnology and the impact on society. The knowledge and skills in this course provides a basic overview of current trends and careers in biotechnology, with an emphasis on basic laboratory skills, along with the business, regulatory, and ethical aspects of biotechnology. ** This course meets fourth science requirement.*

Application of Biotechnology **1 unit**
State number: 25.56900
Prerequisites: Essentials of Biotechnology
Description: This course further introduces students to the fundamentals of biotechnology. Included in this course are additional applications and techniques in biotechnology that expand and increase the student's comprehension of how biotechnology utilizes living systems to create products and enhance lives. In addition, laboratory applications learned in this course form the pivotal component distinguishing science theory from application in bioscience, like that of engineering and mathematics. Bioscience and the application of laboratory technique to the manipulation of living systems is a cornerstone of pharmaceutical, medical device, forensic science, environmental science, agriculture, alternative fuel, and green chemistry. End of Pathway Assessment is NOCTI Biotechnology Assessment. **This course meets fourth science requirement.*

Sports Medicine **1 unit**
State Number: 25.44600
Prerequisites: Essentials of Healthcare
Description: Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training. * This course meets fourth science requirement.

Emergency Medical Responder **1 unit**
State Number: 25.45000
Prerequisites: Essentials of Healthcare
Description: The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.

Surgical Technician I **1 unit**
State Number: 25.44700
Prerequisites: Essentials of Healthcare
Description: The goal of this course is to provide fundamental surgical technician skills and knowledge to include the knowledge, skills, and attitudes necessary to succeed in the Surgical Technology profession; including safety, infection control, pharmacology, surgical equipment, perioperative procedures, instruments, and sterilization. Students will have the opportunity to explore careers in the operating room and the education required at each level. The prerequisites for this course are Introduction to Healthcare Science and Essentials of Healthcare.

Diagnostics Phlebotomy **1 unit**
State Number: 25.57400
Prerequisites: Essentials of Healthcare
Description: This course is designed to help students become prepared for the phlebotomy technician certification exam, upon completion of all required components. Topics covered in this course include employability skills, careers, terminology and equipment, safety and compliance, quality assurance, site-specific anatomy, patient preparation for venipuncture, performing of venipuncture, and special processing and transport. During this course, simulated venipuncture may be performed. However, for national certification, live sticks are required. If school systems choose not to allow live sticks during this course, the certifying agencies may allow a provisional certification with the live stick requirement being completed after high school graduation. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

Career Technical Student Organization
HOSA

INFORMATION TECHNOLOGY

The rapidly changing digital world of the Information Technology Career Cluster engages students in hands-on learning and problem solving to prepare for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer programming are all possibilities. The Business and Computer Science programs help prepare students to become successful participants in any field that conducts business or utilizes technology in today's society as well as transition into post-secondary settings or the workforce. Students who choose the Information Technology concentration often continue their education at two- and four- colleges to study computer science, programming, digital design, or instructional technology. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), as well as professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are integral components of both the employability skills standards and content standards for each course offered in the Information Technology pathways. After mastery of the standards in three consecutive courses in the any of the following pathways, students should be prepared to take the corresponding end of pathway assessment.

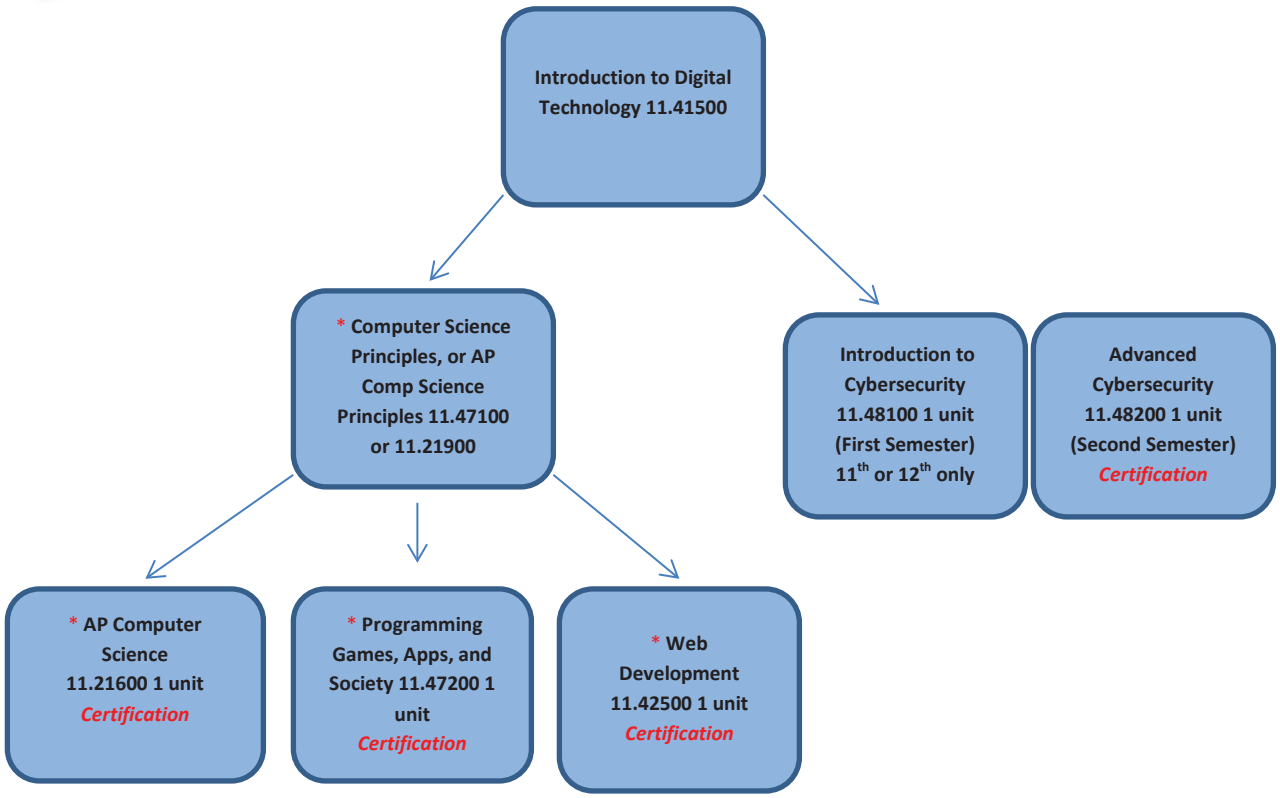
Introduction to Digital Technology **1 unit**
State number: 11.41500
Prerequisite: None
Description: Introduction to Digital Technology is the foundational course for the Programming, Computer Science, and Web and Digital Design pathways. This course is designed for students to understand, communicate, and adapt to a digital world as it impacts their personal lives, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world.

Computer Science Principles **Hope Rigor* **1 unit**
State number: 11.47100
Prerequisite: Introduction to Digital Technology
Description: Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and the application of computer science. **** Please see information below chart on additional course benefits.**

AP Computer Science Principles **Hope Rigor* **1 unit**
State number: 11.21900
Prerequisite: Introduction to Digital Technology
Description: AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. **** Please see information below chart on additional course benefits.**

AP Computer Science **Hope Rigor* **1 unit**
State number: 11.21600
Prerequisite: Computer Science Principles or AP Computer Science Principles
Description: Computer science embraces problem solving, hardware, algorithms, and perspectives that help people use computer to solve real-world problems. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems. Students who take this course are well prepared for the Advanced Placement Computer Science Examination and to continue their study of computer science and its integration into a wide array of computing and STEM-related fields. **** Please see information below chart on additional course benefits.**

Information Technology Roadmaps



Work Based Learning

Dual Enrollment

All Courses meet fourth Science or fourth Mathematics requirement for high school graduation purposes

****All courses meet fourth Science and fourth Mathematics admissions requirements for the Technical College System of Georgia** (TCSG).*

** All courses meet University System of Georgia (USG) admissions requirements for fourth Science and for Foreign Language**, *i.e., two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions.* ***The courses Do Not meet the USG fourth Mathematics admission requirements.***

Web Development **Hope Rigor* **1 unit**
State number: 11.42500
Prerequisite: Computer Science Principles or AP/ Computer Science Principles
Description: This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client side languages, server side languages, and database concepts. The course is designed to give students foundational knowledge of "front-end" and "back-end" development to address the presentation and data access layers of web site development. Web Development is the third course in the Web Development pathway. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Computer Science Principles. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career area. **** Please see information below chart on additional course benefits.**

Digital Design **1 unit**
State number: 11.45100
Prerequisite: Introduction to Digital Technology
Description: Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various formats. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design websites that incorporate digital media elements to enhance the content of their websites. Various forms of technologies will be used to expose students to resources, software, and applications of media. *****This course is an optional and beneficial elective course that could be taken prior to Web Development.***

Graphic Design and Production (Yearbook) **1 unit**
State number: 48.56200
Prerequisites: Grades 10, 11, 12
Description: This course is designed for the student who wants an in-depth experience in the production of a yearbook. The advanced study and application of photo composition skills, page layout and design skills, headline and caption-writing skills, and advertising are emphasized. This course is designed to provide students the opportunity to work with advanced technology, strengthen their analytical and problem-solving skills, improve their communication skills, and manage responsibility. Students receive guided instruction in the fundamentals of journalistic writing, photojournalism, graphic design, budget management, and organizational skills necessary to produce the yearbook, as well as guided practice in the areas of responsibility necessary for the production of the book. Students also develop their abilities to work as a team as they produce the yearbook.

Programming Games, Apps, and Society **Hope Rigor* **1 unit**
State Number: 11.47200
Prerequisites: Computer Science Principles or AP/ Computer Science Principles
Description: The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. ** Please see information below chart on additional course benefits.

Introduction to Cybersecurity **1 unit**
State Number: 11.48100
Prerequisites: Intro to Digital Technology
Description: Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics. To assist in the successful completion of the pathway, students are encouraged to take both Intro to Cybersecurity and Advanced Cybersecurity in the same year (Intro Fall Block, Adv. Spring Block)

Advanced Cybersecurity **1 unit**
State Number: 11.48200
Prerequisites: Intro to Digital Technology
Description: Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies. To assist in the successful completion of the pathway, students are encouraged to take both Intro to Cybersecurity and Advanced Cybersecurity in the same year (Intro Fall Block, Adv. Spring Block)

Career Technical Student Organization

FBLA
GA First Robotics

SUPPLY CHAIN MANAGEMENT AND LOGISTICS

What is Supply Chain Management and Logistics?
Supply chain management and logistics refers to the production of goods from the time that they are raw materials until they are delivered as a finished product to the end consumer. More specifically, logistics is the moving of goods so that they arrive at the right place at the right time and includes the areas of packaging, multiple modes of transportation (train, truck, plane, etc.) distribution, warehousing, and delivery - think of a company like Amazon. Supply chain is a more general term that includes sourcing materials, procurement, and coordination of materials and goods in process - an example of this would be Ford Motor Company. While being a truck driver is one potential career pathway in this field there are many, many more opportunities. Someone who is a critical thinker, problem solver, analytical in nature, a good listener, has strong negotiation and persuasion skills, and is good with technology will find great success in the supply chain management and logistics fields! (Source: Purdue University)

What kinds of skills/activities can I expect to encounter in the Supply Chain Management and Logistics Pathway?

- Drone Technology
- Industry Tours and Experiences
- RFID
- GIS (Geographic Information Systems or Mapping) Technology
- Robotics and other innovative technologies
- Warehousing operations and procedures

What are some well-known industries that utilize supply chain management and logistics operations?

- Amazon
- UPS and this very catchy VIDEO about Logistics and UPS and the Spanish version!

How is automation changing the supply chain management and logistics field?

- The Future of Supply Chain
- Supply Chain Automation

Are there any additional resources for students to explore careers in Supply Chain Management and Logistics? (click on the links to web resources)

- Careers in Supply Chain Management: Is One Right for You?
- SCM Talent Group
- Supply Chain STEM
- Just In Time Supply Chain Management

I want the opportunity to take more than three classes in this pathway...what are some other opportunities for me to continue learning in this field?

- Work based learning and internships
- Dual enrollment through Lanier Technical College or the University of North Georgia
- Advanced Technology and Engineering
- Entrepreneurship

Please use QR Code to access imbedded information and videos:

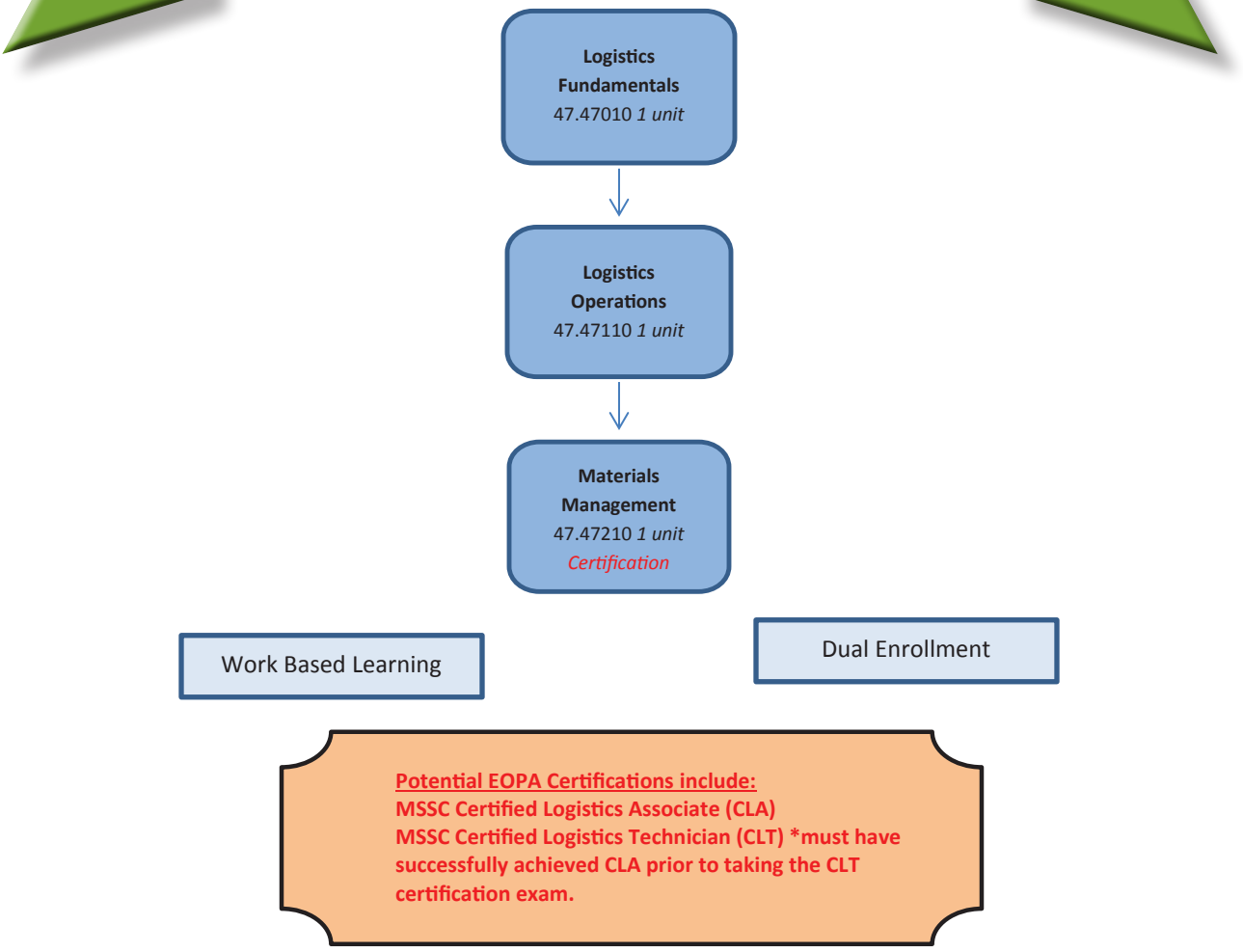
Course information:

Logistics Fundamentals **1 unit**
State number: 47.47010
Prerequisites: None
Description: The Logistics Fundamentals course is the foundational course for the Supply Chain Management and Logistics pathway. Employment opportunities in the transportation, distribution, and logistics fields will be explored. In this course the student will be exposed to all areas of supply chain management, distribution and logistics. Basic skills in all of the above mentioned areas will be taught.

Logistics Operations **1 unit**
State number: 47.47110
Prerequisites: Logistics Fundamentals
Description: Logistics Operations is the second course in the Distribution and Logistics career pathway. Successful completion of this course along with Logistics Fundamentals will prepare students for the Certified Logistics Associate (CLA) exam. This course will introduce students to global supply chain logistics covering topics, such as the global logistics environment, the importance of planning and logistics strategies, customer service, material handling safety and operations, global supply chain operations, and quality control. Students will be instructed through the use of lecture, guided inquiry, project-based learning, and interviews with industry professionals, authentic learning experiences, teamwork, simulations, and problem solving. Students should also participate in leadership development activities with the Career Technical Student Organizations (CTSOs).

Materials Management **1 unit**
State number: 47.47210
Prerequisites: Logistics Operations
Description: Materials Management is the third course in the Supply Chain Management, Distribution and Logistics pathway. Materials Management is concerned with planning, organizing, and control flow of materials from their initial purchase to destination. Topics include product receiving, proper materials storage, order processing in relation to warehouse operations, packaging materials, inventory control, safe handling of hazardous materials, transportation modes, dispatch, routing and tracking operations. Students will be instructed through the use of lectures, guided inquiry, project-based learning, interviews with industry professionals, job shadowing, teamwork, problem solving, simulations, and /or school based enterprise. Students should also participate in leadership development activities with a Career Technical Student Organizations (CTSOs).

Supply Chain Management & Logistics Roadmap



TEACHING AS A PROFESSION

Educational services are the second largest industry, accounting for about 13 million jobs. The educational services industry includes a variety of institutions that offer academic education, career and technical instruction and other education and training to millions of students each year. Institutions include elementary, middle and secondary schools, universities, colleges, professional schools, community or junior colleges and career and technical institutes. The overall demand for workers in educational services will increase as a result of a growing emphasis on improving education and making it available to more people. Retirements will also create large numbers of job openings. National analysis of labor market information regards school counselors, social workers, elementary school teachers, middle school teachers, pre-school teachers, secondary teachers, special education teachers, teaching assistants and tutors as occupations that are expected to grow rapidly with numerous openings. (O*NET "Bright Outlook" http://www.onetonline.org/find/bright?b=2&g=Go

Examining the Teaching Profession **1 unit**
State Number: 13.01100
Prerequisites: None, must be in 10th, 11th or 12th Grade
Description: Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Contemporary Issues in Education **1 unit**
State Number: 13.01200
Prerequisites: Examining the Teaching Profession
Description: This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.)

Teaching as a Profession Practicum **1 unit**

State Number: 13.01200

Prerequisites: Contemporary Issues in Education

Description: The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

Teaching as a Profession Roadmap (10th, 11th & 12th Grade)

Examining the Teaching Profession
13.01100 *1 unit*

↓

Contemporary Issues in Education
13.01200 *1 unit*

↓

*** Teaching as a Profession Practicum,** 13.01300
1 unit *Certification*

Work Based Learning

Dual Enrollment

*** Once a student has completed each of the Pathway courses: 13.01100, 13.01200, 13.01300, and Competed a pathway course required portfolio, and passed the State Teaching as a Profession End of Pathway Assessment (EOPA), they will receive (3) College Credit Hours in Lieu of EDUC 2110.**

WORK-BASED LEARNING

Work-Based Learning (WBL) represents the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for successful application of a student's pathway because each job placement is directly related to the curriculum of the Career Technical and Agricultural Education classes completed or in which the student is currently enrolled. Work-Based Learning is not simply work release, but is an extension of the high school classroom learning in a non-traditional laboratory setting. It is an opportunity to truly apply, in real world settings, what the student has learned through a related program of study. There are several opportunities for students to participate in Work-Based Learning. These opportunities include Internship, Cooperative Education, and Youth Apprenticeship.

REQUIREMENTS FOR WBL

- **Prior to acceptance into Work Based Learning, the student must complete an application and interview process, obtain parental permission, and have the job placement arranged or approved by the Work Based Learning Coordinator.**
- **Students with courses in any CTAE pathway may participate in the WBL program**
- **Students must be at least 16 years of age**
- **Students must have good attendance, discipline, and teacher recommendations**
- **Students must have a good academic record and be on track for graduation**

INTERNSHIP

- **Can be paid or unpaid work experience**
- **Directly related to a student's career pathway**
- **Must have earned one credit in a CTAE pathway or closely related academic course**

COOPERATIVE EDUCATION (CO-OP)

- **Paid work experience**
- **Directly related to student's career pathway**
- **Concurrently enrolled in a CTAE course that is directly related to job placement**

YOUTH APPRENTICESHIP (YAP)

- **Paid work in a highly technical, highly skilled position**
- **Detailed training plan between the employer and student**
- **Designated workplace mentor**
- **Student must have post-secondary education plans in chosen career area (earning a degree, licensing, or certification depending on career requirement)**
- **For completion of YAP program students must have 720 hours of on-the-job training**

To access the Work Based Learning Application, scan the QR code below, complete the application form and click submit. The WBL Coordinator will be in contact.

For additional Work Based Learning information visit: www.gawbl.org or contact the Work Based Learning Coordinator at your school.

https://forms.gle/BMHeHY9pVZza4N8w8

CAREER TECHNICAL STUDENT ORGANIZATIONS

FBLA - Future Business Leaders of America

Georgia FBLA is a nonprofit student organization committed to preparing today's students for success in business leadership. With over 50 years of experience, Georgia FBLA is the premiere organization for student leaders. Georgia FBLA is an affiliate of Future Business Leaders of America – Phi Beta Lambda, Inc., the largest student business organization in the world with more than 250,000 members. Georgia is also the largest FBLA chapter in the nation with over 20,000 members. FBLA is an important partner in the success of school-to-work programs, business education curricula, and student leadership development. FBLA is recognized by the U. S. Department of Education and Labor as an integral part of a co-curricular approach to business and leadership education. The FBLA mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. We bring our mission to life through the application of our motto: Service, Education, and Progress.

FCCLA - Family, Career, and Community Leaders of America

FCCLA is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.

FFA - National FFA Organization

FFA represents the relevancy to the core areas offering students opportunities that change lives and prepares students for premier leadership, personal growth, and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber, and natural resources industry. FFA is an integral part of a school system. FFA uses agricultural education to create real-world success. Agriculture teachers become advisors to local FFA chapters, which students join. More than 7,000 FFA chapters are currently in existence; their programs are managed on a local, state and national level. Each chapter's Program of Activities is designed with the needs of the students in mind. Activities vary greatly from school to school, but are based in a well-integrated curriculum. Chapter activities and FFA programs concentrate on three areas of our mission: premier leadership, personal growth, and career success. The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

Georgia FIRST Robotics

Georgia First Robotics mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

HOSA - Future Health Professionals

Future Health Professionals is a national student organization that provides a unique program of leadership development, motivation, and recognition exclusively for secondary, post-secondary, collegiate, and adult students enrolled in health occupations education courses or instructional programs. HOSA is an integral part of approved health occupation programs. Health Science Technology Education (HSTE) students who become active members in a local HOSA chapter are eligible for membership in state and national HOSA. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations education students, therefore helping the students to meet the needs of the health care industry. For more information, go to www.hosa.org or www.georgiahosa.org.

SKILLSUSA

SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure that America has a skilled work force. It helps each student excel. SkillsUSA serves teachers and high school students who are preparing for careers in trade, technical, and skilled service occupation, including health occupations. More than 300,000 students and instructors join SkillsUSA annually, organized into more than 17,000 sections and 54 state and territorial associations. SkillsUSA has served more than 9.9 million members since its founding. SkillsUSA is an applied method of instruction for preparing America's high performance workers enrolled in public career and technical programs. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self confidence, work attitudes, and communications skill. It emphasizes total quality at work: high ethical standard, superior work skill, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

ENGLISH

(4 core English Language Arts units required for graduation)

- **One unit of American Literature/Composition**
- **One unit of Ninth-Grade Literature and Composition**
- **Two remaining core units of credit, identified within course descriptions below.**

Advanced Academic Pathway in English Language Arts (ELA) Criteria

- *Student graduated, thereby completing 4 required credits in ELA,* ***AND***
- *Student's course history in ELA includes at least one AP course code (23.043; 23.053; 23.065)* ***OR*** *one International Baccalaureate course (23.06800; 23.06900; 23.06120; 23.06130),* ***OR*** *one post-secondary enrollment code in 23 that fulfills a core graduation requirement in ELA,* ***AND***
- *Student earned credits in two sequential courses in one world language*

9th Grade Literature / Composition ~
Required for graduation **1 unit**
State number: 23.06100
Prerequisites: None
Description: 9th Grade Literature / Composition Honors focuses on the study of literature and composition. In this course, students will develop their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

9th Grade Literature / Composition Honors **1 unit**
State number: 23.0610030
Prerequisites: Placement / Teacher Recommendation
Description: 9th Grade Literature/Composition Honors is an accelerated course that focuses on the study of literature and composition. In this course, students will be required to participate in complex tasks that will enhance their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills the graduation requirement for Ninth Grade Literature / Composition.*

10th Grade Literature / Composition **1 unit**
State number: 23.06200
Prerequisites: 9th Grade Literature / Composition
Description: 10th Grade Literature / Composition focuses on the study of literature and composition. Students further develop their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills a third or fourth English graduation requirement*

10th Grade Literature / Composition Honors **1 unit**
State number: 23.0620030
Prerequisites: 9th Grade Literature / Composition Honors or Teacher Recommendation
Description: 10th Grade Literature / Composition Honors is an accelerated course that focuses on the study of literature and composition. In this course, students will be required to participate in complex tasks that will enhance their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills a third or fourth English graduation requirement*

World Literature / Composition **1 unit**
State number: 23.06300
Prerequisites: 9th Grade Literature / Composition
Description: World Literature / Composition focuses on the study of World literature and composition. In this course, students further develop their critical thinking skills by reading and analyzing a range of World literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills a third or fourth English graduation requirement*

American Literature / Composition ~
Required for graduation **1 unit**
State number: 23.05100
Prerequisites: 9th Grade Literature / Composition
A state mandated End-Of-Course Assessment (EOC) is required.
Description: American Literature / Composition focuses on the study of American literature and composition. In this course, students will develop their critical thinking skills by reading and analyzing a range of American literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

American Literature / Composition Honors **1 unit**
State number: 23.2510030
Prerequisites: 9th Grade Literature / Composition Honors or Teacher Recommendation
A state-mandated End-Of-Course Assessment (EOC) is required.
Description: American Literature/Composition Honors is an accelerated course focusing on the study of American literature and composition. In this course, students will be required to participate in complex tasks that enhance critical skills by reading and analyzing a range of American literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills the graduation requirement for American Literature / Composition.*

AP English Language / Composition **Hope Rigor* **1 unit**
State number: 23.05300
Prerequisites: 9th Grade Literature / Composition Honors **AND/ OR** Teacher Recommendation
A state mandated End-Of-Course Assessment (EOC) is required.
Description: English Language / Composition AP is a college level course that blends American literature with a variety of nonfiction texts. Students will develop writing skills in argumentation, analysis, and synthesis. Students will take the Advanced Placement Exam at the end of this course. *This course fulfills the graduation requirement for American Literature / Composition.*

Advanced Composition **1 unit**
State number: 23.03400
Prerequisites: Teacher Recommendation
Description: Advanced Composition uses contemporary texts to focus on skills that prepare students for writing, listening, reading, and speaking in college, technical school, and/or the workplace. Students will develop communication skills that lead to both effective writing and critical reading. *This course fulfills a third or fourth English graduation requirement*

AP English Literature / Composition **Hope Rigor* **1 unit**
State number: 23.06500
Prerequisites: English Language / Composition AP
Description: English Literature / Composition AP is a college level reading and writing intensive course that engages students in analysis of complex literary works. Students will develop proficiency in writing literary analysis and interpretation while honing style in preparation for the national AP Exam in May. Students are expected to take the Advanced Placement Exam at the end of this course. *This course fulfills a third or fourth English graduation requirement*

IB English A Language and Literature **Hope Rigor* **2 units**
(11th/12th grade students only)
State numbers: 23.07300 (yr 1), 23.07310 (yr 2)
Prerequisites: **Admission into the full IB Diploma Program Cohort**
Description: An integrated study of global fiction and nonfiction texts that develops skills of interpretation, analysis, and evaluation, and an understanding of perspectives, cultural contexts, and local and global issues. This course also assesses aesthetic and formal qualities of texts and explores critical and cultural reception of written and visual works. *Year One fulfills the graduation requirement for American Literature. Year Two can be used to fulfill the fourth English graduation requirement.*

Introduction to Women's Literature **1 unit**
State number: 23.02600
Prerequisites: Only open to seniors
Description: This academic elective course is offered to seniors to take for half a credit during the semester that they are not taking Economics. In this course, students will read, study, and discuss texts by and about women across time and geographical locations. They will also study current events as they relate to women and gender. *English Elective*

Dramatic Writing (Film, Television, and Theatre I) **1 unit**
State number: 52.09200
Prerequisites: None
Description: Develops skills that culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of the "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view with a focus on understanding the construction process. Reinforces the application of conventions of standard English grammar and usage. Note: This course meets fourth English Language Arts core requirement. *English Elective*

Mythology, (Greek, Roman, Norse) **1 unit**
State number: 23.02100
Prerequisites: None
Description: This academic elective is a semester long course in which students are introduced to the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course. *English Elective*

IB Theory of Knowledge to English **Hope Rigor* **2 units**
State numbers: 23.03900 (yr 1), 23.24000 (yr 2)
Prerequisites: **Admission into the full IB Diploma Program Cohort**
Description: Theory of Knowledge is part of the IB diploma core, and it centers on critical thinking. Students are encouraged to question and understand types of knowledge, ways of knowing, and areas of knowledge. The course encourages students to be critical consumers of their own education and find links between the nature of knowledge and their courses of study. Full Diploma Programme students only.

DUAL ENROLLMENT

ENGL 1101 / Dual Enroll Composition **Hope Rigor* **1 unit/3 credit hours**
State number: 23.0A24470
Prerequisites: Meet UNG enrollment requirements
This course focuses on developing academic and professional written communication through a variety of rhetorical strategies. Using primarily nonfiction texts as models, the course emphasizes critical thinking and analysis, as well as introductory academic research skills. Student must meet placement requirements prior to enrolling. *This course fulfills a third or fourth English graduation requirement*

ENGL 1102 / Dual Enroll Composition and Literature **Hope Rigor* **1 unit/3 credit hours**
State number: 23.0A25470
Prerequisites: ENGL1101 or ENGL1101H with a grade of C or higher
This course develops skills in written analysis, interpretation, and evaluation of texts and emphasizes critical thinking skills, increased stylistic sophistication, and the application of advanced research methods. *This course fulfills a third or fourth English graduation requirement*

ENGL 2131 / Dual Enroll American Literature I **Hope Rigor* **1 unit/3 credit hours**
State number: 23.0A34470
Prerequisites: ENGL 1102 or ENGL1102H with a grade of C or higher
This course is a survey of American literature from the beginnings to the Civil War, which involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts. *This course fulfills the graduation requirement for American Literature / Composition.*

ENGL 2132 / Dual Enroll American Literature II **Hope Rigor* **1 unit/3 credit hours**
State number: 23.0A58470
Prerequisites: ENGL 1102 or ENGL1102H with a grade of C or higher
This course is a survey of American literature from the Civil War to the present, which involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts. *This course fulfills the graduation requirement for American Literature / Composition.*

MATHEMATICS

(4 core units of Mathematics are required for graduation)

- **One unit of Algebra I or its equivalent**
- **One unit of Geometry or its equivalent**
- **One unit of Algebra II or its equivalent**
- **One remaining core unit of credit, identified as a 4th Math option**

Advanced Academic Pathway in Mathematics Criteria

- *Student graduated, thereby completing 4 required credits in mathematics,* ***AND***
- *Student's course history in mathematics includes at least one AP course code (27;072; 27.073; 27.074)* ***OR*** *one International Baccalaureate course (27.06120; 27.06130; 27.05220; 27.05240, 27.05250, 27.05260, 27.06120, 27.06130),* ***OR*** *one post-secondary enrollment code in 27 that fulfills a core graduation requirement in mathematics,* ***AND***
- *Student earned credits in two sequential courses in one world language*

Foundations of Algebra **1 unit**
State number: 27.04810
Prerequisites: 8th Grade Mathematics and supporting documentation*
Description: Foundations of Algebra is a course designed to provide students a bridge between 8th grade math and Algebra I. It is a core math unit, but not Board of Regents approved.
*Student must qualify for this course using a variety of data including standardized test scores and classroom data.

Algebra I ~ Required for graduation **1 unit**
State number: 27.09900
Prerequisites: Successful completion of 8th Grade Mathematics or Accelerated 7th/8th Mathematics
A state mandated End-Of-Course Assessment (EOC) is required.
Description: Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications.

Honors Algebra I **1 unit**
State number: 27.0990030
Prerequisites: Successful completion of 8th Grade Mathematics or Accelerated 7th/8th Mathematics and honors recommendation
A state mandated End-Of-Course Assessment (EOC) is required.
Description: Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications.
In a high school mathematics Honors course, the standards are similar but the rigor of activity provides the students the opportunity to learn the standards on a much deeper level. This course fulfills the graduation requirement for Algebra I.

Algebra I Support **1 unit**
State number: 27.09970
Prerequisites: Successful completion of 8th Grade Mathematics and support recommendation
Description: The purpose of this support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade level mathematics course. Algebra I Support is typically taught concurrently with a student's regular mathematics class and does meet the traditional graduation requirement for mathematics.

Geometry ~ Required for graduation **1 unit**
State number: 27.09910
Prerequisite: GSE Algebra I
Description: Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.

Geometry Support **1 unit**
State number: 27.09980
Description: The purpose of this support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade level mathematics course. Geometry Support is typically taught concurrently with a student's regular mathematics class and does meet the traditional graduation requirement for mathematics.

Accelerated Geometry B/Algebra II **Hope Rigor* **1 unit**
State number: 27.09950
Prerequisite: GSE Accelerated Algebra I/ Geometry A
A state mandated End-Of-Course Assessment (EOC) is required.
Description: Accelerated Geometry B/Algebra II is the second course in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school tenure, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. *This course fulfills the graduation requirement for Geometry and Algebra.*

Honors Geometry **1 unit**
State number: 27.0991030
Prerequisite: Honors Algebra I
Description: Honors Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. *In a high school mathematics Honors course, the standards are similar but the rigor of activity provides students the opportunity to learn the standards on a much deeper level. This course fulfills the graduation requirement for Geometry.*

Algebra II ~ Required for graduation **Hope Rigor* **1 unit**
State number: 27.09920
Prerequisite: GSE Geometry
Description: Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits.

Honors Algebra II ~ Required for graduation **Hope Rigor* **1 unit**
State number: 27.0992030
Prerequisite: GSE Honors Geometry
Description: Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. *In a high school mathematics Honors course, the standards are similar but the rigor of activity provides the students the opportunity to learn the standards on a much deeper level.*
This course fulfills the graduation requirement for Algebra II.

Algebra II Support **1 unit**
State number: 27.09990
Description: The purpose of this support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade level mathematics course. Algebra II Support is typically taught concurrently with a student's regular mathematics class and does meet the traditional graduation requirement for mathematics.

Accelerated Pre-Calculus **Hope Rigor* **1 unit**
State number: 27.09770
Prerequisite: Accelerated Geometry B / Algebra II
Description: Pre-Calculus is the third course in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school tenure, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. *This course fulfills the graduation requirement for Advanced Algebra.*

FOURTH MATH OPTIONS

One Required for graduation

Advanced Mathematical Decision Making **Hope Rigor* **1 unit**
State number: 27.08500
Prerequisites: Algebra II
Description: This is a course designed to follow the completion of Algebra II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

College Readiness Mathematics **Hope Rigor* **1 unit**
State number: 27.08900
Prerequisites: Algebra II
Description: College Readiness Mathematics is a fourth course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. College Readiness Mathematics focuses on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts.

Pre-Calculus **Hope Rigor* **1 unit**
State number: 27.09740
Prerequisites: Algebra II
Description: Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Pre-Calculus **Hope Rigor* **1 unit**
State number: 27.0974030
Prerequisites: Algebra II
Description: Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
In a high school mathematics Honors course, the standards are similar but the rigor of activity provides the students the opportunity to learn the standards on a much deeper level.

Statistical Reasoning **Hope Rigor* **1 unit**
State number: 27.08800
Prerequisites: Algebra II
Description: The course provides experiences in statistics beyond the GSE sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.

AP Statistics **Hope Rigor* **1 unit**
State number: 27.0740000
Prerequisites: Accelerated Pre-Calculus or AP Recommendation
Description: The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are expected to take the Advanced Placement Exam in May.

AP Calculus AB **Hope Rigor* **1 unit**
State number: 27.0720000
Prerequisites: Pre-Calculus and AP Recommendation
Description: The study of calculus includes an extensive use of practical applications from engineering, physical science, business, economics, and the life sciences. There will be strong emphasis on problem solving where there is more than one well-defined procedure for obtaining the answer. Students are expected to take the Advanced Placement Exam in May.

AP Calculus BC **Hope Rigor* **1 unit**
State number: 27.0730000
Prerequisites: AP Calculus AB or Pre-Calculus with AP Recommendation
Description: The study of calculus includes an extensive use of practical applications from engineering, physical science, business, economics, and the life sciences. There will be strong emphasis on problem solving where there is more than one well-defined procedure for obtaining the answer. BC Calculus is an extension of AB Calculus

rather than an enhancement. The overlapping topics are covered in similar depth. Students are expected to take the Advanced Placement Exam in May.

IB Mathematics: Analysis and Approaches **Hope Rigor* **2 units**
(11th/12th grade students only)
State numbers for Standard Level (SL): 27.05310 (yr 1), 27.05320 (yr 2)
Prerequisites: **Precalculus strongly recommended**
Description: A proof-based, theoretical student-centered integrated math course focusing on the concepts, principles, and nature of mathematics. Students will understand, transfer, and apply math skills to a variety of problems and will also develop an understanding of how mathematics fits into other disciplines. As with other IB courses, A&A will address the study of mathematics from a global perspective. The integrated study includes mathematical thinking in the areas of precalculus, calculus, statistics, algebra, functions, and probability, but this course studies calculus in greater depth than the IB A&I course.

IB Mathematics: Applications and Interpretation **Hope Rigor* **2 units**
(11th/12th grade students only)
State numbers for Standard Level (SL): 27.05350 (yr 1), 27.05360 (yr 2)
State numbers for Higher Level (HL): 27.05370 (yr 1), 27.05380 (yr 2)
Prerequisites: **Algebra 2; Precalculus recommended for Higher Level**
Description: A statistics-based, practical student-centered integrated math course focusing on the concepts, principles, and nature of mathematics. Students will understand, transfer, and apply math skills to a variety of problems and will also develop an understanding of how mathematics fits into other disciplines. As with other IB courses, A&I will address the study of mathematics from a global perspective. The integrated study includes mathematical thinking in the areas of precalculus, calculus, statistics, algebra, functions, and probability, but this course studies statistics and application in greater depth than the IB A&A course.

Mathematics of Industry and Government **1 unit**
State Number: 27.08600
Description: This is a course designed to follow the completion of Advanced Algebra, Algebra II, or Mathematics III OR Accelerated Analytic Geometry B/Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Mathematics II. Modeled after operations research courses, Mathematics of Industry and Government allows students to explore decision making in a variety of industries such as: Airline - scheduling planes and crews, pricing tickets, taking reservations, and planning the size of the fleet; Pharmaceutical - R& D management; Logistics companies - routing and planning; Lumber and wood products - managing forests and cutting timber; Local government - deployment of emergency services, and Policy studies and regulation - environmental pollution, air traffic safety, AIDS, and criminal justice policy. Students learn to focus on the development of mathematical models that can be used to model, improve, predict, and optimize real-world systems. These mathematical models include both deterministic models such as mathematical programming, routing or network flows and probabilistic models such as queuing, and simulation.

UNG DUAL ENROLLMENT:

(Offered at UNG Regional Campus Located at EJCHS and serving Jackson County, Jefferson, Banks County, and Commerce)

MATH 1111 Dual Enroll College Algebra **Hope Rigor* **1 unit/3 credit hours**
State number: 27.0840470
Prerequisites: Meet UNG enrollment requirements
Math 1111 College Algebra, Topics include algebraic and absolute value equations and inequalities; piecewise defined, polynomial, rational, exponential and logarithmic functions with their graphs and applications; and systems of equations. This course is designed to prepare students for MATH 1113.

MATH 1113 Dual Enroll Pre-Calculus **Hope Rigor* **1 unit/3 credit hours**
State number: 27.0624470
Prerequisites: Meet UNG enrollment requirements
Math 1113 Pre-Calculus is an intensive course that focuses on applications of the functions, concepts, and methods necessary for success in calculus. Topics include exponential and logarithmic functions, trigonometric and inverse trigonometric functions, trigonometric identities and equations, right and oblique triangles and complex numbers.

SCIENCE

(4 units required for graduation from the following:)

- **Biology**
- **Physical Science AND/OR Physics**
- **Chemistry AND/OR Environmental Science AND/OR Earth Systems**
- **Fourth Science Option (multiple options are available)**

Advanced Academic Pathway in Science Criteria

- *Student graduated, thereby completing 4 required credits in science,* ***AND***
- *Student's course history in science includes at least one AP course code (26.014; 26.062; 40.053)* ***OR*** *one International Baccalaureate course (26.01800; 26.01900; 26.06300; 40.08500; 40.08600),* ***OR*** *one post-secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in science,* ***AND***
- *Student earned credits in two sequential courses in one world language*

Biology I ~ Required for graduation **1 unit**
State number: 26.01200
A state mandated End-Of-Course Assessment (EOC) is required.
Description: Biology focuses on the study of life by examining fundamental concepts of cellular biology, genetics, evolution, classification, and ecology. Scientific practices and thinking are emphasized, as well as reading, discussing, and explaining biological phenomena.

Biology I Honors **1 unit**
State number: 26.0120030
A state mandated End-Of-Course Assessment (EOC) is required.
Description: Biology Honors is a rigorous and intensive college preparatory course for highly motivated students. This course will cover biological concepts in greater depth and accelerate students for more advanced science courses. *This course fulfills the graduation requirement for Biology.*

AP Biology **Hope Rigor* **1 unit**
State number: 26.01400
Description: AP Biology is equivalent to a two-semester college introductory biology class. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students are expected to take the Advanced Placement Exam in May. Students who plan to enter a medical or science-related fields are strongly encouraged to take this course. *This course fulfills the graduation requirement for Biology.*

International Baccalaureate Biology **Hope Rigor* **2 units**
(11th/12th grade students only)
State numbers: 26.01800 (yr 1), 26.01900 (yr 2)
Prerequisites: **Biology**
Description: Biology is the study of life. It is a wide, over-arching science that incorporates all living organisms from micro to macro in size. IB Biology will emphasize experimental work using different scientific methods in order to learn how to collect and analyze data and results and be able to communicate the information they find. Students will learn how to think and communicate scientifically using an interdisciplinary and international mindset. *This course fulfills the graduation requirement for Biology.*

Physical Science **1 unit**
State number: 40.0110
Description Physical science is designed to give students an overview of the fundamental concepts of physics and chemistry. Scientific practices and thinking are emphasized, as well as reading, discussing, and explaining physical and chemical phenomena. *This course fulfills the graduation requirement for Physical Science and/or Physics.*

Physics **Hope Rigor* **1 unit**
State number: 40.08100
Description: This course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes basic concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. *This course fulfills the graduation requirement for Physical Science and/or Physics.*

Physics Honors **Hope Rigor* **1 unit**
State number: 40.0810030
Description: This course is a rigorous and intensive college preparatory course for highly motivated students. This course will cover physical concepts in greater depth and accelerate students for more advanced science courses. *This course fulfills the graduation requirement for Physical Science and/or Physics.*

AP Physics I **Hope Rigor* **1 unit**
State number: 40.08310
Description: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. It will also introduce electric circuits. Students are expected to take the Advanced Placement Exam in May. Students who plan to enter engineering-related fields are strongly encouraged to take this course. *This course fulfills the graduation requirement for Physical Science and/or Physics.*

Chemistry I **Hope Rigor* **1 unit**
State number: 40.05100
Description: Chemistry focuses on the study of matter and energy by examining fundamental concepts of atomic structure, structure and properties of matter, conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes. Scientific practices and thinking are emphasized, as well as reading, discussing, and explaining chemical phenomena. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.*

Chemistry I Honors **Hope Rigor* **1 unit**
State number: 40.0510030
Description: This course is a rigorous and math-intensive college preparatory course for highly motivated students. This course will cover chemical concepts in greater depth and accelerate students for more advanced science courses, such as AP chemistry. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.*

AP Chemistry **Hope Rigor* **1 unit**
State number: 40.05300
Description: The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The recommended prerequisite is Chemistry or Honors Chemistry. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.*

International Baccalaureate Chemistry **Hope Rigor* **2 units**
(11th/12th grade students only)
State numbers: 40.05500 (yr 1), 40.05600 (yr 2)
Prerequisites: **Chemistry**
Description: IB Chemistry will be an application-based course that can prepare students for a career in an area of Chemistry. The course is structured to dive deeply into chemistry knowledge and content and give students an understanding of matter in the universe and how we use it in our everyday lives. IB Chemistry is a highly rigorous course, and is filled with content that will allow students to take a different look at their world. Students will perform labs to investigate different phenomena and solve real-world problems. Students will be given the opportunity to work with substances and equipment that scientists across the world use in their research. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.*

Environmental Science **1 unit**
State number: 26.06110
Description: Environmental Science provides students with the opportunity to use concepts they learned in biology and physical science to investigate natural processes in the environment, identify and analyze ecological problems, evaluate the relative risks associated with these problems, and examine solutions for resolving or preventing them. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.*

AP Environmental Science **Hope Rigor* **1 unit**
State number: 26.06200
Description: The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Considerable emphasis is placed on field investigations as well as on laboratory study. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.*

Earth Systems **1 unit**
State number: 40.06400
Description: Earth Systems focuses on the connections among Earth's systems– the atmosphere, hydrosphere, geosphere, and biosphere – throughout Earth history. Students will engage in

constructing explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. *This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems*

Forensics **Hope Rigor* **1 unit**
State number: 40.09300
Description: The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. It serves as a fourth science option for graduation. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence. *- Fourth Science option*

Human Anatomy and Physiology **Hope Rigor* **1 unit**
State number: 26.07300
Description: Human Anatomy and Physiology is a lab-oriented college preparatory that integrates the study of the structures and functions of the human body with a focus on the essential requirements for life. Basic cell biology and chemistry is integrated throughout the course. Lab dissections of the fetal pig and other common mammal organs are performed. **(If a student passes Essentials to Healthcare Science they will receive credit for both Human Anatomy and Physiology and Essentials of Healthcare. Both courses will be listed on the students High School transcript.)** *- Fourth Science option*

Human Anatomy and Physiology Honors **Hope Rigor* **1 unit**
State number: 26.0730030
Description: This course will integrate a deeper understanding of chemical concepts as they relate to human physiology as well as requiring students to learn additional information relating to the human body. Lab dissections of the cat or fetal pig and other common mammal organs are performed. While chemistry is not required for this course, it is strongly recommended. **(If a student passes Essentials to Healthcare Science they will receive credit for both Human Anatomy and Physiology and Essentials of Healthcare. Both courses will be listed on the students High School transcript.)** *- Fourth Science option*

IB Sports and Exercise Science **Hope Rigor* **1 unit**
(11th/12th grade students only)
State number: 26.02000
Prerequisites: **Anatomy or Essentials of Healthcare strongly recommended**
Description: Students will analyze how anatomy, physiology, chemistry, and physics allow for completion and optimization of physical activity, exercise, and sports performance. Although there are no prerequisites for this course, it is strongly recommended that students complete either Human Anatomy & Physiology or Essentials of Healthcare prior to enrolling in Sports and Exercise Science. *Fourth Science option.*

SOCIAL STUDIES

(3 units required for graduation)

- **One unit of U.S. History**
- **One unit of World History**
- **.5 units of American Government / Civics**
- **.5 units of Economics**

Advanced Academic Pathway in Social Studies Criteria

- *Student graduated, thereby completing 3 required credits in social studies,* ***AND***
- *Student's course history in social studies includes at least one AP course code (45.016, 45.052, 45.062; 45.063; 45.077; 45.0811; 45.082)* ***OR*** *one International Baccalaureate course (45.01310; 45.01320; 45.01700; 45.017100; 45.06500; 45.06600; 45.07800; 45.07900; 45.08700; 45.08800; 45.08810),* ***OR*** *one post-secondary enrollment code in 45 that fulfills a core graduation requirement in social studies,* ***AND***
- *Student earned credits in two sequential courses in one world language*

World History ~ Required for graduation **1 unit**
State number: 45.08300
Description: This World History class emphasizes the political, cultural, economic, and social development and growth of civilizations from ancient civilizations to the present. This course will require skills in reading and writing assignments and may include outside reading, essay writing and document based questions.

AP World History **Hope Rigor* **1 unit**
State number: 45.08110
Prerequisite: *Human Geography AP suggested*
Description: This college level course includes the College Board topics for the AP Exam. Students will focus on applying historical thinking skills as they learn world history from 8000 BCE to the present. The course content is equivalent to that found in college level freshman and sophomore courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for World History.*

U. S. History ~ Required for graduation **1 unit**
State number: 45.08100
A state mandated End-Of-Course Assessment (EOC) is required.
Description: This course emphasizes political, economic, cultural, and social issues in U.S. history from the discovery of American to the present. This course will require skills in reading and writing assignments and may include outside reading, essay writing, and document based questions.

AP U. S. History **Hope Rigor* **1 unit**
State number: 45.08200
A state mandated End-Of-Course Assessment (EOC) is required.
Description: This advanced course includes the College Board topics for the Advanced Placement
U. S. History Exam. Students will focus on applying historical thinking skills as they learn about U.S. history from approximately 1491 to the present. The course content is equivalent to that found in freshman and sophomore level college courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for U.S. History.*

IB History of the Americas **Hope Rigor* **2 units**
(11th/12th grade students only)
State numbers: 45.08700 (yr 1), 45.08930 (yr 2)
Prerequisites: **Admission into the full IB Diploma Program Cohort**
Description: This course will focus on the development of the United States as well as its relationship in the western hemisphere with other nations in the areas of diplomacy, civil discourse, and international conflict. Course will focus on topics as they relate to the United States within the context of playing a larger role in the community of nations starting in the 19th century to the present. *Year one fulfills the graduation requirement for US History*

American Government and Civics ~ Required for graduation **.5 units**
State number: 45.05700
Description: This course focuses on the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. The course requires skills in reading and writing assignments and may include outside reading, essay writing, and document based questions.

American Government and Civics Honors **.5 units**
State number: 45.0570030
Description: This advanced course focuses on the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Basic content is presented at a faster pace and the content is studied more in-depth. The course requires advanced skills in reading and writing assignments and may include outside reading, essay writing, and document based questions. *This course fulfills the graduation requirement for American Government and Civics.*

AP United States Government & Politics **Hope Rigor* **.5 units**
State number: 45.05200
Description: This college level course includes the College Board topics for the Advanced Placement U. S. Government & Politics examination. The course introduces students to political ideas, institutions, and policies that characterize the political culture of the U.S. The course content is equivalent to that found in college level freshman and sophomore courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for American Government and Civics.*

Economics ~ Required for graduation **.5 units**
State number: 45.06100
Description: This course focuses on the American economic system and covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic interdependence. It stresses the ability to analyze critically and to make decisions concerning public issues.

AP Macroeconomics **Hope Rigor* **.5 units**
State number: 45.06200
Description: This advanced course includes College Board topics for the Advanced Placement Macroeconomics exam. The emphasis is on macroeconomics, but the course also includes microeconomic, international, and personal finance components. The course is equivalent to what is offered at a freshman or sophomore level in college. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for Economics.*

World Geography **1 unit**
State number: 45.07110
Description: This course investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. It includes physical geography and human interaction on the earth. Students learn the skills necessary to be successful in other courses. *Social Studies Elective*

AP Human Geography **Hope Rigor* **1 unit**
State number: 45.07700
Description: The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students are expected to take the Advanced Placement Exam in May. *Social Studies Elective*

AP Psychology **Hope Rigor* **1 unit**
State number: 45.01600
Description: This advanced course includes the College Board topics for Advanced Placement Psychology. The philosophy of the psychology course is to allow the student to gain a better self-understanding and to learn about adjusting to life and gaining more knowledge of how to solve life's problems. This course is taught from a personal adjustment approach with major emphasis placed upon the areas of personality, motivation, emotions, growth and development, mental health and mental illness, and social behavior. Students are expected to take the Advanced Placement Exam in May. *Social Studies Elective*

International Baccalaureate Psychology **Hope Rigor* **1 unit**
(11th/12th grade students only)
State number: 45.01700
Description: The IB Diploma Psychology course is the systematic study of behavior and mental processes. Students will develop an understanding of how psychological knowledge is generated, developed, and applied. They will examine the complex interaction of the biological, cognitive, and socio-cultural influences on human behavior. This multiple-lens approach will allow students to have a greater understanding of themselves and appreciate the diversity of human behavior. *Social Studies Elective*

Current Issues **.5 units**
State number: 45.01200
Description: Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills. *Social Studies Elective*

U. S. History in Film **1 unit**
State Number: 45.08120
Description: Explores United States History through film. This course includes analysis and interpretation of events through both print and film.

DUAL ENROLLMENT:

ECON 2105 - Principles of Macroeconomics **Hope Rigor* **1 unit/3 credit hours**
State number: 45.0B914
Prerequisites: Meet UNG enrollment requirements
Description: This principles of economics course is intended to introduce students to concepts that will enable them to understand and analyze economic aggregates and evaluate economic policies. Includes the foundation of economic analysis, understanding the concepts of demand and supply and price determination, money and credit systems, determining the level of aggregate macroeconomic activity, the impact of globalization on macroeconomic activity, and identification of underlying social goals. Credit will not be given for both ECON 2105 and ECON 2105H. *This course fulfills the graduation requirement for Economics*

POLS 1101 – Dual Enroll American Government **Hope Rigor* **1 unit/3 credit hours**
State number: 45.0570470
Prerequisites: Meet UNG enrollment requirements
Description: American Government is an intensive examination of the Constitution and the three governmental divisions. The course includes a study of the national government in its relation to the states. Examples from the government of Georgia are included. *This course fulfills the graduation requirement for American Government and Civics.*

WORLD LANGUAGE

(2 units of the same world language required for admission to Georgia University System colleges/universities)

Advanced Academic Pathway in World Language Criteria

- *Student graduated,* ***AND***
- *Student's course history in* ***one*** *world language includes three distinct high school course codes* ***OR*** *includes at least two distinct course codes plus a third code reflecting an AP course code, where AP courses are offered (60.047, French; 60.077, Spanish; 60.078, Spanish Lit; 61.017, German; 61.047, Latin; 62.0196, Chinese; or 63.039, Japanese),* ***OR*** *IB* course, where courses are offered (French, 60.01120, 60.01130; Spanish, 60.07130, 60.07160; German, 61.01120, 61.01130;Latin, 61.04120, 61.04130; Chinese, 62.01900, 62.01910;Japanese, 62.03920, 62.03930; Arabic, 63.01700, 63.01800;)* ***OR*** *one post-secondary enrollment code in the same world language reflecting a third course at the college level*

FRENCH

French I **1 unit**
State number: 60.01100
Prerequisites: None
Description: Students learn basic French speaking, listening, reading, and writing skills. Vocabulary and grammar center around common themes and structures as reflected in everyday life in a French speaking country. Students will begin to look at the variety of cultures found in the French speaking world. This course emphasizes receptive and productive language skills as well as fundamental grammar concepts. Daily study required.

French II **Hope Rigor* **1 unit**
State number: 60.01200
Prerequisites: French I
Description: Students expand their skills to use more complex French in a variety of situations. Greater emphasis is placed on productive language in present and past tense. Daily study and written homework is to be expected in this class that is taught increasingly in French.

French III **Hope Rigor* **1 unit**
State number: 60.01300
Prerequisites: **85% in** French II **(unweighted)**
Description: Students learn to communicate in a wide range of social and professional situations. Authentic sources such as French literature, radio and television are used alongside advanced grammar concepts. Students are encouraged to interact with French-speaking people and to find opportunities to improve their own skills. Outside projects and homework are to be expected in this class taught mainly in French.

French IV **Hope Rigor* **1 unit**
State number: 60.01400
Prerequisites: French III
Description: This class emphasizes independent study skills and authentic interactions with French-speaking people and literature. Students explore French contributions to history and culture, and use genuine French materials in a class taught almost exclusively in French. When students complete French IV, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar.

International Baccalaureate French **Hope Rigor* **1 unit**
(11th/12th grade students only)
State number: 60.01120
Prerequisites: French 3
Description: This course is designed to examine global perspectives and practices in French-speaking countries through five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. These themes provide context for all levels of study. These themes allow students to compare the French language and cultures to other languages and cultures with which they are familiar and encourage students to find universal human experiences.

SPANISH

Spanish I **1 unit**
State number: 60.07100
Prerequisites: None
Description: Students learn basic Spanish speaking, listening, reading, and writing skills. Vocabulary and grammar center around common themes and culture reflected in everyday life in a Spanish-speaking world. This course emphasizes receptive and productive language skills and fundamental grammar concepts. Daily study required.

Spanish II **Hope Rigor* **1 unit**
State number: 60.07200
Prerequisites: Spanish I
Description: Students expand their skills to use more complex Spanish in a variety of situations. Greater emphasis is placed on productive language in present and past tense. Daily study and written homework is to be expected in this class that is taught increasingly in Spanish.

Spanish III **Hope Rigor* **1 unit**
State number: 60.07300
Prerequisites: **85% in** Spanish II **(unweighted)**
Description: The Level III language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Outside projects and homework are to be expected in this class taught mainly in Spanish.

Spanish IV **Hope Rigor* **1 unit**
State number: 60.07400
Prerequisites: Spanish III
Description: This class emphasizes independent study skills and authentic interactions with Spanish-speaking people, Hispanic

literature, current events, and culture of Spanish-speaking countries. Students use genuine Spanish materials in a class taught almost exclusively in Spanish. When students complete Spanish IV, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar.

Spanish V **Hope Rigor* **1 unit**
State number: 60.07500
Prerequisites: Spanish IV
Description: This class emphasizes independent study skills and authentic interactions with Spanish-speaking people and Hispanic literature. Students research and write on many topics. When students complete Spanish V, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar, current events, cultures and literature of Spanish speaking countries.

International Baccalaureate Spanish **Hope Rigor* **4 units**
(11th/12th grade students only)
Spanish B: 2 units|State numbers: 60.07130 (yr 1), 60.07160 (yr 2)
Spanish ab initio: 2 units|State numbers: 60.07170 (yr 1), 60.27180 (yr 2)
Prerequisites: Spanish 3 (Spanish B); none (ab initio)
Description: This course examines the perspectives of Spanish-speaking countries around the world through the context of 5 themes: identities, experiences, human ingenuity, social organization, and sharing the planet. These themes allow students to contextualize Spanish language and cultures and encourage students to find universal human experiences. Spanish B is for students who have completed Spanish 3 or higher. Ab initio is for students beginning their study of Spanish.

Spanish for Native Speakers Level I (JCH) **1 unit**
State number: 60.07900
Description: Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional -can comprehend Spanish but are not able to speak fluently, read or write- to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.
This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States including language variation, geography, history, and current events.

Spanish for Native Speakers Level II (JCH) **Hope Rigor* **1 unit**
Course number: 60.07910
Prerequisite: Spanish for Native Speakers Level I
Description: This course is designed for heritage learners of Spanish for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking.
This course focuses on the development of advanced communicative competence in reading, writing, speaking, listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

Additional Electives to Prepare for College

SAT Preparation (10th and 11th Grades) **1 unit**
State Number: 35.06600

Tools for College Success I **1 unit**
State Number: 35.06700

HEALTH AND PHYSICAL EDUCATION

(P.E. Graduation Requirements:)

- **.5 unit Health and a .5 unit Physical Education**

or

- **Three units of JROTC**

The Health and Physical Education Program offers instructional classes to students in a variety of areas from lifetime fitness and sports, to lifetime outdoor activities. Instruction is sequential and planned to develop and improve performance skills, to impart knowledge and concepts relevant to the activity, to introduce information concerning the fitness and health benefits of regular exercise, and to help students to develop and maintain physical fitness, as well as develop strategies for enhancing safety in all areas of life. These courses also provide opportunities for multicultural learning and socialization. Elementary through advanced level classes are provided in many activities. All classes are open to males and females for credit. Please consult our on-line pages of Physical Education Class Schedules and Class Descriptions for relevant information.

Health **.5 unit**
State number: 17.01100
Prerequisites: None
Description: This course is designed to fulfill the one Carnegie unit requirement for health and physical education. The purpose of the physical education component "Fitness for Life" is to promote the development and maintenance of personal fitness throughout the life cycle. It focuses on healthy living and lifestyle choices, with particular emphasis on the role of exercise in a healthy lifestyle. Health education is designed to motivate and assist students in maintaining and improving their health, preventing disease, and reducing health-risk behaviors.

Introductory Lifetime Sports **1 unit each**
State number: 36.02200, Intro.: 36.03200, Int.: 36.04200
Prerequisites: Health
Description: This course is designed to introduce and develop skills in a variety of recreational sports. The activities will be taught, not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The emphasis in this course is on traditional sports such as: volleyball, tennis, soccer, badminton, basketball, ultimate frisbee, softball, etc.

Weight Training **1 unit each**
State number: 36.05400, Adv.: 36.06400
Prerequisites: Health
Description: This course is designed to develop knowledge and understanding of weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiovascular endurance activities. Students will gain basic knowledge about the principles of strength training and strategies for developing a personal fitness program.

Introductory Outdoor Education **1 unit each**
State number: 36.02500, Int.: 36.03500, Adv.: 36.04500
Prerequisites: Health
Description: This course is designed to introduce students to a variety of outdoor activities including camping, outdoor cooking, fly fishing, ropes course, rock climbing, orienteering, archery, disc golf, water and hunting safety. Students will also have the opportunity to develop leadership skills.

Body Sculpting **1 unit each**
State number: 36.05600, Adv.: 36.06600
Prerequisites: Health
Description: This course provides methods to redefine body shape through specific exercises. It covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body, and increase energy levels. The curriculum is based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Peer Facilitation (Adapted PE Partner) **1 unit each**
State number: 36.0410000
Prerequisites: Health
Description: This course is designed for students interested in pursuing a career in physical education, special education, physical therapy, or any other related field of working the special needs population.
**Application and teacher recommendation required.*

Recreational Games **1 unit each**
State number: 36.02700, Int.: 36.03700, Adv.: 36.04700
Prerequisites: Health
Description: This course is designed to introduce and develop skills in a variety of recreational sports. The activities will be taught, not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The emphasis of this course is on non-traditional activities such as: kickball, disc golf, archery, horseshoes, corn hole, capture the flag, wiffle ball, handball, etc.

FINE ARTS

Pathway requirements: Three courses successfully completed within the Fine Arts areas. (Visual Arts, Music/Band, Theater Arts, Dance, AP, IB)

VISUAL ARTS

Art I **1 unit**
State number: 50.021100
Prerequisites: None
Description: The purpose of this course is to enable students to communicate ideas and concepts through two- and three-dimensional design and composition, and develop appreciation for exemplars in varied cultures and historical periods.

Ceramics / Pottery I / II **1 unit each**
State number: 50.04110, II: 50.04120
Prerequisites: Art I
Description: The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand building techniques.

Drawing & Painting I / II **1 unit each**
State number: 50.03130, II: 50.03140
Prerequisites: Art I
Description: The purpose of this course is to enable students to develop basic perceptual, observation, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

Photography I **1 unit**
State number: 50.07110
Prerequisites: Art I
Description: The purpose of this course is to enable student to learn basic photographic techniques through pinhole and digital photography. Students will design a pinhole camera, learn photographic compositional techniques and learn to develop in a darkroom. Students will learn about the history of photography and compare/contrast different genre'. Students will work digitally to provide photographs for the yearbook as well as create an online portfolio of photographs.

Photography II **1 unit**
State Number: 50.07120
Prerequisite: Photography I
Description: Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for historical and critical appraisal.

MUSIC

AP Music Theory **1 unit**
State Number: AP Music Theory 532230000
Prerequisites: Participation in at least two years of high school level music classes as well as approval from Theory teacher.
Description: Students will learn the theory and analysis of music to include a basic understanding of music structure as well as a macro overlook of how common practice is developed.

Intermediate Jazz I/II/III/IV (Jazz Band) **1 unit each**
State number: Jazz I: 53.0651000
Prerequisites: Participation in a middle school band is encouraged or previous instrumental/percussion/guitar experience
Description: Students will learn about the history of jazz as well as the various styles of jazz that exist and how they work. They will also be expected to participate in concerts focused on the various skills in class with a primary focus toward a varying jazz style range.

Intermediate Band I / II (Concert Band) **1 unit each**
State number: Band I: 53.03710, Band II: 53.03720
Prerequisites: Participation in a middle school band program or previous instrumental experience
Description: Concert Band is the entry-level high school band. Students in Concert Band will receive concentrated/instruction in music theory and basic instrumental techniques which will prepare them for more advanced literature.

Advanced Band I / II (Symphonic Band) **1 unit each**
State number: Adv. Band I: 53.03810, Adv. Band II: 53.03820
Prerequisites: Students will be placed in Symphonic Band through a performance audition.
Description: Symphonic Band is the advanced level high school band. Students will continue to receive music theory instruction as well as more advanced instrumental techniques.

Advanced Instrumental I / II (Percussion Ensemble) **1 unit each**
State number: Adv. Inst. I: 53.07610, Adv. Inst. II: 53.07620
Prerequisites: Students from marching band, wind ensemble, and symphonic band
Description: The ensemble is made up of all percussionists and guitarists band program. The students will perform with the marching and symphonic ensembles; as well as provide "percussion and guitar ensemble only" performances. The students enrolled will have the opportunity to explore numerous percussive instruments, as well as various styles and techniques in marching and symphonic performance. Students in this class will also have the option to participate in the indoor drum line. Students are expected to be enrolled all year.

Advanced Instrumental III / IV (Wind Ensemble) **1 unit each**
State number: Adv. Inst. III: 53.07630, Adv. Inst. IV: 53.07640
Prerequisites: Students will be placed in Wind Ensemble through a performance audition.
Description: Wind Ensemble is the most advanced, college preparatory instrumental experience offered in Jackson County

Schools. This class will perform the most challenging literature and receive concentrated instruction in music theory, composition, and other performance practices that will allow students to participate successfully in a college band program.

Beginning Chorus I / II (Freshman Chorus) **1 unit each**
State number: Chorus I: 54.02110, Chorus II: 54.02120
Prerequisites: None
Description: The Freshman Choir is a non-audition group with instruction emphasizing vocal production and performance. No prior singing experience is required for participation in this group. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school year and will also participate in various district and state events. After-school rehearsal and concert performance attendance are expected.

Advanced Women's Chorus I / II **1 unit each**
State number: Adv. W. Chorus I: 54.02610, Adv. W. Chorus II: 54.02620
Description: The advanced women's choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced mixed choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After-school rehearsal and performance attendance are expected.

Advanced Mixed Chorus I / II **1 unit each**
State number: Adv. Mixed Chorus I: 54.02310, Adv. Mixed Chorus II: 54.02320
Description: The advanced mixed choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced women's choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After-school rehearsal and concert performance attendance are expected.

THEATER ARTS / FUNDAMENTALS

Theater Arts / Fundamentals I (Drama I) **1 unit**
State number: 52.02100
Prerequisites: None
Description: Any student can take Drama I. This is an introduction to theatre class and is a prerequisite to all other theatre courses. Drama standards, such as theatre history, lighting, sound, prop design, scene design, and basic construction will be studied. After-school rehearsals will be rare but are a requirement.

Theater Arts / Fundamentals II (Drama II) **1 unit**
State number: 52.02200
Prerequisites: Dramatic Arts / Fundamentals I
Description: This is the next course offered after Drama I. Students learn how to improve their acting talent through scene study techniques. Students will write, produce, and direct their own performances. Students will be expected to stay after school for rehearsals occasionally. The Drama II class will participate in school productions such as the Fall Cabaret and the fall and spring musicals. Drama II students will compete at the GHSA Literary Meet in the one act play and dramatic interpretation competitions. They will also compete at the Thespian Conference and become members of the International Thespian Society.

Theater Arts / Fundamentals III and IV (Drama III and IV) **1 unit each**
State number: Theater Arts III: 52.02300, Theater Arts IV: 52.02400
Prerequisites: Dramatic Arts / Fundamentals II and/or III
Description: This class is designed for the student director. This class is audition-only and students should have already taken Drama I and Drama II to be considered. Students in Drama III will produce their own plays complete with lighting, sound, and properties schemes. Students will also be expected to visit a college theatre program and to perform/direct a senior show. Many students will participate in school productions and assist the teacher in Drama I classes when schedules allow.

Theatre Arts I / II (Musical Theater) **1 unit each**
State number: Theatre I: 52.03100, Theatre II: 52.03200
Prerequisites: At least one year of Chorus and one semester of Drama
Description: Musical Theatre combines the arts of choral and drama work into theatrical productions on the stage. Students will learn the fundamentals of singing, basic acting technique, and functional choreography that lead to artistic and meaningful student performances. Students will perform in individual scenes, group musical numbers, and in one musical production per year as part of the musical theatre class. Students will also gain experience in the various technical aspects of theatre-lighting, sound, set construction, properties management and stagehand work. This class is team-taught by both the chorus and drama teachers. Prerequisites for the musical theatre class are a basic understanding of acting and vocal techniques, and students may sign up for the class based on arranged audition or teacher recommendation. After-school rehearsal and performance attendance are expected.

Technical Theater **1 unit**
State Number: 52.04100
Prerequisite: None
Description: This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.

DANCE

Modern Dance I **1 unit**
State Number: 50.04100
Prerequisite: None
Description: Introduces basic concepts and skills of modern dance technique including shape, form, line, contract and release, fall and recovery, coordination, balance, core support, clarity of movement, and weight shifts. Students explore individual expression and creativity. Stresses aesthetic perception, creative expression, and performance, with a connection to historical/cultural heritage and aesthetic analysis (e.g. traditional modern, post-modern, Afro-modern, contemporary)

Modern Dance II **1 unit**
State Number: 50.04200
Prerequisite: Modern Dance I
Description: Enhances previous course. Emphasizes complex rhythms, movement combinations, longer phrases, and transitions. Develops skills in contract and release, fall and recovery, and improvisation. Offers performing and observation opportunities

Modern Dance III **1 unit**
State Number: 50.04300
Prerequisite: Modern Dance II
Description: Enhances previous course. Emphasizes intermediate-level technical skills centering on a specific technique (e.g. Horton, Graham, Limon, Cunningham, Dunham, Gaga) for further expansion of modern dance vocabulary, improvisation, and a broader experience of performance opportunities.

Modern Dance IV **1 unit**
State Number: 50.04300
Prerequisite: Modern Dance III
Description: Enhances previous course. Emphasizes advanced-level technical skills including speed and quality of movement, complex combinations, improvisational performance technique, development of individual style, and artistic growth. Continued opportunities for performance experiences.

Dance I **1 unit**
State Number: 51.05300
Prerequisite: None
Description: Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures, and observe and critique dance performances using specified criteria and appropriate dance terminology.

Dance II **1 unit**
State Number: 51.05400
Prerequisite: Dance I
Description: Enhances previous course. Further develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.

Dance III **1 unit**
State Number: 51.05500
Prerequisite: Dance II
Description: Enhances previous course. Offers a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, and movement science with an emphasis on intermediate technical instruction in ballet, jazz, and modern techniques.

Dance IV **1 unit**
State Number: 51.05600
Prerequisite: Dance III
Description: Enhances previous course. Refines knowledge of the elements of movement, dance history, and dance analysis, and hones skills in choreography and performance techniques, focusing on artistry and individuality.

11th & 12th GRADE IB FINE ARTS

International Baccalaureate Visual Arts **2 units**
(11th/12th grade students only)
State numbers: 50.04400 (yr 1), 50.04500 (yr 2)
Prerequisites: **1 year of high school art and art teacher\ recommendation**
Description: This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

International Baccalaureate Film **1 unit**
(11th/12th grade students only)
State number: State Number: 52.07300
Description: This film course will combine the analytical study of films as artistic and cultural texts with the practical study of producing films as personal and collaborative works. In addition to researching and interpreting films, students will actively take on various production roles in creating experimental film projects and at least one complete short film. Students will use the techniques and concepts we study from various examples of international cinema. Students will write scripts, frame shots, edit clips, and direct projects in order to understand the creative and logistical processes of filmmakers.

Jackson County Schools

Student Success Through Leadership, Character, and Performance

MISSION STATEMENT

The mission of the Jackson County School System is to provide and support challenging and rigorous educational opportunities to ensure academic excellence for all students in a safe and caring learning environment.

SCHOOL INFORMATION

East Jackson High School
1435 Hoods Mill Road
Commerce, GA 30529
706-336-8900
www.ejchs.jacksonschoolsga.org

Jackson County High School
2030 Skelton Road
Hoschton, GA 30548
706-367-5003
www.jcchs.jacksonschoolsga.org

Empower College and Career Center
1952 Winder Highway
Jefferson, GA 30549
706-367-3511
www.empowerc3.com

where you will find:

- news about school activities
- links to school departments
- the high school handbook with policies and club offerings

The Jackson County School District
1660 Winder Highway
Jefferson, GA 30549
706-367-5151
www.jacksonschoolsga.org

where you will find:

- information about the activities of the Jackson County Board of Education and the school district's central office
- links to information regarding each school in the district
- links to Internet resources for students, parents, teachers, and administrators
- school calendars for holidays, standardized tests, and report card issuance
- lunch menus for elementary, middle, and high schools